

THE VISION:

ACCESS TO EXTRAORDINARY EDUCATION

The phrase “Access to Extraordinary Education” is attributed to Lisa Graham Keegan, Superintendent of Public Instruction, in the spring of 1995 during a meeting with her executive staff, and was chosen by ADE Management as the vision statement for the Arizona Department of Education. The Division of Adult Education believes the statement also accurately states the aspirations of Adult Education in Arizona, and so has adopted “Access to Extraordinary Education” as its own vision statement and the vision for this plan.

BELIEFS:

In the spring of 1998 a group of Arizona adult educators convened under the sponsorship of the Arizona Department of Education to prepare a framework that would direct the writing of Adult Education curriculum standards. To provide the basis and focus for the project and the resulting standards, members of the Adult Education Standards Project examined their core beliefs about Adult Education and the learners whom they serve. Their words also express the fundamental principles upon which this plan is written.

The Arizona Adult Education community believes adult learners:

- Are multi-faceted, unique individuals
- Are capable of learning
- Are motivated by diverse life experiences
- Are exploring ways to improve their lives through relevant educational opportunities

The Arizona Adult Education community believes Adult Education is a learner-centered, interactive process which:

- Values and supports the individual in defining and achieving personal goals
- Develops and improves basic and lifeskills in the community, family and workplace

FORWARD

The Workforce Investment Act of 1998 includes an entire section devoted exclusively to adult literacy education: Title II: The Adult Education and Family Literacy Act. By including Adult Education in this Act, it was the Legislature's intent to stress the importance of basic literacy skills to the success of any workforce and the importance of including adult literacy education in any successful workforce development collaboration.

Among Workforce Investment Partners in Arizona, Adult Education is viewed as the 'first line of defense' in a seamless service delivery that raises skill levels of Arizona adults. The necessary first step, Adult Education will provide individuals with the basic literacy skills necessary to function:

- In the family
- In the community
- In obtaining a high school equivalency diploma (GED)
- In vocational education programs
- In post secondary education and training programs
- In obtaining employment
- In career advancement

Arizona Adult Education joins the Workforce Investment partnership ready to collaborate on many levels to bring seamless service delivery to adult learners. Additionally, the greatest contribution Arizona Adult Education can make to the

partnership, and more importantly, to the adult learners it serves, is to provide the absolute highest quality of learner-centered adult literacy education. It is the intent of the Arizona Department of Education, Division of Adult Education to do just that: to deliver nothing less than Extraordinary Education to Arizona adult learners.

The **Arizona Five-Year State Plan** was written and designed to be a “strategic plan” for Arizona Adult Education over the next five years. Rather than being a “top-down” regulatory document of little interest or use by its stakeholders, this plan was created by, and for, the Adult Education community in Arizona. Ideas and comments were solicited before the plan was written (see Appendix A) to insure that the needs and issues of all members of the Arizona Adult Education community and its stakeholders were addressed. The result is a Five Year State Plan that is a clearly written business plan with goals, objectives, strategies and timelines.

The **Arizona Five Year State Plan** is meant to be a “living document”. The Division of Adult Education will periodically assess – through annual reviews with the Arizona Adult Education community and its stakeholders – progress that has been made in achieving the goals and objectives of this plan and adjustments that need to be made.

The thoughts and hopes of many dedicated individuals from around the State are contained in the pages that follow. The Division of Adult Education is committed to ensuring that the efforts and dreams of those individuals shape the future of Adult Education in Arizona.

- Karen Liersch
State Director of Adult Education

READING THIS PLAN

- **References to *Title II of the Workforce Investment Act of 1998***, also known as *The Adult Education and Family Literacy Act*, are noted in *italic font*. These references precede objectives and may be included at other appropriate locations. These references are intended to be an actual part of the plan itself and represent federal law/requirements. All requirements not in italics are State requirements.
- The United States Department of Education has outlined the required components to be included in the 5-year State Plan. References to these components are **bolded numbers** that correspond to specific Federal requirements. When they follow an objective, they are designated as **Federal Guide**. The bold numbers also occur parenthetically where appropriate. Appendix D outlines the required Federal components and indicates the page on which each can be found.
- Quotes from Adult Education stakeholders, obtained from Community Forums and survey responses, are interspersed throughout the text. They are designated by **bold Ariel italic font and reduced side margins**.

DIVISION OF ADULT EDUCATION POLICY

The Division of Adult Education recognizes that the State Education Agency can impact tremendously the quality of the classroom learning experience by the types of policies it adopts in administering educational programs within its state. Policies that are regulation-driven and bureaucratic frustrate and hinder the dynamic and creative process that is education. On the other hand, policies that are dedicated to building the capacity of the teacher and the school can empower bottom-up reform and nourish excellence in education.

The Division of Adult Education recognizes that any policy implemented in carrying out the provisions of the *Adult Education and Family Literacy Act (Title II of the Workforce Investment Act)* will, in fact, have profound effects on the delivery of Adult Education services in the state of Arizona for at least the next five years.

It is the intent, then, of the Division of Adult Education in administering the Adult Education and Family Literacy Act to adopt policies that will:

- Provide leadership through example and the setting of high quality standards in its own performance and the performance of the Adult Education providers it funds
- Recognize and reward excellence in education
- Ensure accountability by accurately measuring student outcomes
- Support and reward diverse, learner-centered delivery systems
- Foster capacity building of Adult Education teachers to enhance their interaction with their students
- Provide for equitable distribution of funds for adult learners throughout Arizona



JANE DEE HULL
GOVERNOR
STATE OF ARIZONA

April 9, 1999

Lisa Graham Keegan
Superintendent of Public Instruction
Arizona Department of Education
1535 West Jefferson Street
Phoenix, AZ 85007

Dear Lisa:

As your aware, I have made education a priority for Arizona learners, and have demonstrated a commitment to improving literacy by initiating a \$20 million reading initiative for Arizona schools. Because of my dedication to these issues, I am favorably impressed with the Arizona Five Year State Plan for Adult Education and its commitment to improving service delivery for Arizona adult learners. Specifically, the Plan:

speaks to the letter and intent of the Workforce Investment Law, both in its scope and the collaborative manner in which it was developed with other Workforce Investment Partners.

speaks to an ongoing relationship that includes adult education, at both the state and local levels, to provide seamless service delivery for adult learners.

recognizes the importance of improving service delivery for special populations.

recognizes the important role of technology in effective service delivery.

builds on Arizona's existing plan for the sharing of data base information for service delivery and program accountability.

maintains Arizona as a leader in the nation in its steps to bring accountability to the field of education.

As Governor, I support the Arizona State Plan for Adult Education. This plan, when combined with the other components of the Workforce Investment Act, establishes literacy as the necessary cornerstone of a productive Arizona workforce.

Sincerely,

JANE DEE HULL
Governor

1700 WEST WASHINGTON, PHOENIX, ARIZONA 85007

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**UNITED STATES DEPARTMENT OF EDUCATION
Office of Vocational and Adult Education**

**Adult Education and Family Literacy Act
Enacted August 7, 1998 as Title II of the
Workforce Investment Act of 1998 (Public Law 105-220)**

The Arizona Department of Education of the State of Arizona hereby submits its Five-Year State plan to be effective until June 30, 2004. The eligible agency also assures that this plan, which serves as an agreement between State and Federal Governments under the Adult Education and Family Literacy Act, will be administered in accordance with applicable Federal laws and regulations, including the following certifications and assurances:

CERTIFICATIONS

**EDUCATION DEPARTMENT GENERAL
ADMINISTRATIVE REGULATIONS
(34 CFR PART 76.104)**

- (1) The plan is submitted by the State agency that is eligible to submit the plan.
- (2) The State agency has authority under State law to perform the functions of the State under the program.
- (3) The State legally may carry out each provision of the plan.
- (4) All provisions of the plan are consistent with State law.
- (5) A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- (6) The State officer who submits the plan, specified by the title in the certification, has authority to submit the plan.
- (7) The agency that submits the plan has adopted or otherwise formally approved the plan.
- (8) The plan is the basis for State operation and administration of the program.

ASSURANCES

WORKFORCE INVESTMENT ACT OF 1998

(Public Law 105-220)

(Section 224 (1) (5), (6), and (8))

1. The eligible agency will award not less than one grant to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities, which eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
2. Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
3. The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

Section 241(a)

Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other State or local public funds expended for adult education and literacy activities.

Section 241 (b)

An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.

**Arizona Department of Education
1535 W. Jefferson
Phoenix, AZ 85007**

April 9, 1999

(Date)

By:



Superintendent of Public Instruction

ADDITIONAL ASSURANCES TO THE USDOE

- 1.** The Arizona Department of Education assures that not less than 82.5 percent of the grant funds will be used to award grants and contracts under Section 231, Grants and Contracts for Eligible Providers, and to carry out Section 225, Programs for Corrections Education and Other Institutionalized Individuals. Not more than 10 percent of the 82.5 percent shall be available to carry out Section 225.
- 2.** The Arizona Department of Education assures that not more than 12.5 percent of the grant funds will be used to carry out Section 223, State Leadership Activities.
- 3.** The Arizona Department of Education assures that not more than 5 percent of the grant funds will be used for administrative purposes.
- 4.** The Arizona Department of Education assures that all eligible providers defined in Section 203(5) will have direct and equitable access to apply for grants or contracts and that the same Request for Proposal and application processes will be used for all eligible providers.
- 5.** The Arizona Department of Education assures that it will prepare and submit to the Secretary of Education an annual report on the State's progress in meeting its performance measures, including information on the levels of performance achieved with regards to the core indicators of performance.
- 6.** The Arizona Department of Education assures that coordination with other Federal and State education, training, corrections, public housing, and social service programs will take place to assure non-duplication of efforts.
- 7.** The Arizona Department of Education assures that comments by the Governor on the State plan, and on revisions to the State plan, will be submitted to the Secretary of Education.
- 8.** The Arizona Department of Education assures that it will award multi-year grants or contracts, on a competitive basis, to eligible providers, to enable eligible providers to develop, implement and improve adult education and literacy activities within the State.
- 9.** The Arizona Department of Education assures that all grants awarded to eligible providers will be to establish or operate one or more the programs listed in Section 231(b), Required Local Activities.

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Adult Education in Arizona in 1999

General Description

The *Adult Education and Family Literacy Act of 1998* grants funds to one *eligible agency* in each state who, in turn, grants funds to *eligible providers* to carry out the intent of the law. *Section 203(4)* of the Act defines eligible agency as “*the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for Adult Education and literacy in the State or outlying area...*” In Arizona the agency responsible for administering or supervising policy for Adult Education and literacy is the Arizona Department of Education (ADE). Because the legislation directs that funds under the *Adult Education and Family Literacy Act of 1998* come through the ADE, this Five-Year Plan will direct the actions of the ADE and the *eligible providers* that the ADE funds.

However, many **agencies and organizations** in Arizona also offer Adult Education services as a supportive service to their principal purpose. The Arizona Department of Corrections provides an extensive network of Adult Education programs, classes and services in Arizona’s prisons. The Arizona Department of Economic Security offers English for Speakers of Other Languages and Citizenship classes through its programs to support refugees. The Job Training Partnership Act provides for some literacy services. The Administrative Office of the Courts, county jail and probation departments offer educational services to both juvenile and adult offenders, whether incarcerated or in the community. Literacy Volunteers of America operates several programs with a variety of funding sources. Some libraries offer literacy tutoring and several community based organizations provide Adult Education services through their own funding mechanisms. Community colleges offer developmental courses with purposes similar to those in traditional Adult Education classes. In many instances, the ADE and ADE-funded programs work collaboratively with these agencies and organizations.

The Arizona Department of Education (ADE) in Fiscal Year 1999, using a combination of Federal and State resources, provided funding for 47 **Adult Education Programs**, thirteen **Family Literacy Programs**, including two programs designated as “models”, and thirty-six **GED testing centers**. Program content areas taught with funding from the ADE include Adult Basic Education (ABE), General Education Development (GED) preparation, English for Speakers of Other Languages (ESOL) and Citizenship (see FY 1998 Performance Report, Appendix F).

In Fiscal Year 1999, ADE-funded programs taught 57,580 **adult learners**. For comparison, in Fiscal Year 1990, 33,805 adult learners were served. Instructional hours almost doubled in that time period, going from 1,211,210 in FY1990 to 2,318,865 in FY 1998. In 1990, 8,512 people earned their GED diplomas in Arizona. That number increased to 9,802 in 1997. Combined Federal and State expenditures for ADE-funded programs rose from \$4,020,018 in FY 1990 to \$7,481,751 in FY 1998.

ADE funding for Adult Education programs is provided at the rate of \$4.00 per instructional hour and, beginning in Fiscal Year 1999, contracts are issued for a three-year period. The ADE is the sole source of funding for many of the programs that it funds.

Instructional Delivery

83% of **Adult Education teachers** in ADE-funded programs are part time employees who do not receive benefits. 58% of the local program directors in ADE-funded Adult Education programs are also either part time employees or only a portion of their time and salary is devoted to Adult Education. Most teachers enter Adult Education with little or no **college preparation** in Adult Education. Similarly, **GED Examiners** enter the field with a variety of experience and knowledge.

Many ADE-funded programs and classes attempt to identify the individual needs and goals of their learners and design instruction to meet them. Diverse instructional methods are used. **Curriculum standards** that are modeled after the ADE’s K-12 Standards are being developed, but are not yet in place. As the ADE implements its AIMS testing program as a requirement for high school

graduation, staff from appropriate ADE divisions have begun discussions about the relationship between the AIMS tests and the GED test. A wide assortment of **assessments** is used in Adult Education classrooms. There is little consistency in the administration of these assessments and some of the assessments have little reliability or validity. Most programs have made significant strides in developing curriculum that has relevance to adult learners. **Classrooms and classes** vary from two nights per week, two hours per night in makeshift facilities, to learning centers that operate forty or more hours per week and include computer-aided instruction. **Class size** varies from one or two students to forty-five or more. Other than the General Education Development (GED) diploma, the State does not issue or confer any Adult Education credentials. Because many adult learners do not report to their program when they have passed the GED exam and because programs report aggregated information to the State, the State does not have an accurate list of **GED graduates** from our preparation programs.

The Arizona legislature, in the spring of 1998, supported by recommendations from the Arizona Auditor General's Office, passed legislation that moved **Arizona Family Literacy** from pilot status to regular funding status.

The currently used **GED Testing** series was initiated in 1988. The volume of testing by GED centers varies throughout the State from 20 to over 1,500 people annually. The Arizona Department of Education issued 9,802 GED diplomas in 1997.

Special Populations

Programs in **remote areas** often have difficulty finding facilities or teachers, and distance learning techniques have not yet effectively reached all learners who could benefit from them. Tracking of **migrant workers** and their families does not yet provide for coordinated Adult Education services for those learners as they change locales. Most programs have not adequately addressed the requirements of the **Americans with Disabilities Act** and some are not fully **accessible** to all learners. National estimates on the number of learners in Adult Education programs with **learning disabilities** range from 30% to 80%¹. Relatively few adult educators have received training in making **accommodations** for learners with learning disabilities and the teaching of learners with disabilities is not as effective as it must be. Arizona's **GED testing** program, however, continues to

lead the nation in providing accommodations for those who need them to have fair testing conditions.

Student Outcomes

The **performance accountability system** for ADE-funded adult education programs consists, in part, of local programs collecting prescribed data through whatever software or other means they choose. The data include **demographic information** about students, entry reading and arithmetic ability levels of the students and their **educational gains** while in the local program. This data is reported in an aggregated format to the state twice per year in the **reporting tables** required by the United States Department of Education, Office of Adult Education and Literacy. ADE then combines the data from the programs into a composite set of tables that are sent to the Office of Adult Education and Literacy (see Appendix E).

Limitations on the accuracy and usefulness of the data collected in the performance accountability system include the following:

- The variety in type and delivery of **student assessments** reduces the validity and reliability of the measures of educational gains.
- Only aggregated student data is available at the State level, which hinders the State's ability to analyze the information and plan improvements in the delivery system based on the data, or share information with other agencies to measure the impact of Adult Education on learners' lives over time.
- Current attempts at **longitudinal studies** of Adult Education effectiveness are limited in value because adult learners are often transient or otherwise difficult to track after they leave classes.
- **Shared data systems** with other agencies such as the Arizona Department of Economic Security or organizations like the community college districts that would provide learner outcomes are not in place.

¹ Presentation by staff from University of Kansas Institute for Adult Studies, COABE Conference, Corpus Christi, Texas, April 27, 1998.

Program Planning

All ADE-funded Adult Education **programs self-assess** their educational, administrative and operational procedures using the guidance of the **Indicators of Program Quality**. Arizona's Indicators of Program Quality were developed by the Arizona Adult Education community during Fiscal Years 1993 and 1994 and address educational gains, program planning, curriculum and instruction, staff development, student support services and student recruitment and retention. The funding application, the annual narrative report required of ADE-funded local programs at year-end and the State Technical Assistance Review (S.T.A.R.), an in-depth program evaluation, are all based on the Indicators of Program Quality.

The self-assessment should help programs understand their relative strengths and weaknesses. **Strategic planning** should include specific goals and objectives to correct any identified program weaknesses. ADE-funded programs relate their plans to the ADE in their grant application and report their progress toward goals and objectives in an end-of-the-year narrative report.

Programs funded by the ADE are evaluated by five different means:

1. A **self-assessment system** based on the Indicators of Program Quality and reported in narrative form annually to the ADE
2. The timeliness and accuracy of their **fiscal and student attendance reports**
3. **Interim and year-end reports** of the statistical data required by the Federal and State Adult Education agencies and the year-end narrative report
4. **Leadership activities** and the level of involvement shown by program personnel in Adult Education community projects
5. A minimum of 20% of the ADE-funded Adult Education programs in Arizona receive a **State Technical Assistance Review** (S.T.A.R.) annually. Based on the Indicators of Program Quality, Federal and State statutes and the Arizona State Plan for Adult Education, this review examines in-depth the educational, administrative and operational procedures and outcomes of a program and provides the program with an improvement plan as well as recognition for exemplary procedures.

Professional Development

Significant **professional development** activities for Arizona's adult educators are regularly provided. In alternating years beginning in Fiscal Year 1998, the ADE sponsors a high quality **Adult Education Conference** or provides funds for programs to send many of their personnel to a **national or multi-state regional level conference**. **Institutes** that inform program directors or GED examiners of pertinent matters and present an opportunity for dialogue on relevant issues are conducted at least once per year. A statewide **Family Literacy Conference** is held annually as is a Family Literacy Implementation Training to orient new Family Literacy program personnel. Recently amended **Adult Education teacher certification language** requires sixty documented professional development hours for each six-year certificate renewal.

Collaborations and Communications

The ADE has enjoyed **collaborations** with other agencies to the benefit of Arizona's adult learners. For seven years ADE collaborated with the Arizona Department of Economic Security to provide welfare recipients intensive educational services in the Job Opportunities and Basic Skills (JOBS) program. The Arizona Department of Corrections and the Administrative Office of the Courts participated with the ADE in the State Adult Education conference in September of 1997, and consult with the ADE on student data collection. Approximately five local programs collaborate with local employers to provide Workplace Literacy services. Community colleges, schools, libraries and other community organizations provide facilities for Adult Education classrooms and GED testing. Some programs use funding from different sources to improve and expand their service delivery.

The ADE has included **stakeholder** suggestions, ideas and cooperation on major issues, resulting in wide-based ownership of products and policies. Examples of activities that were dependent upon stakeholder contributions include the revised Adult Education teacher certification language accepted by the State Board of Education in 1997, the development of the Indicators of Program Quality, the current Arizona Adult Education Curriculum Standards Project and the development of this State Plan.

The **marketing of Adult Education** is sporadic and efforts are made in response to situations and specific influences. Target markets have been discussed, but little directed promotional or effective informational materials have been developed. Informational brochures that describe the GED Testing program and the Arizona Family Literacy Program are available.

Approximately ½ of the Adult Education and Family Literacy Programs are connected to the **Internet**, but the remainder will be connected by July 1, 1999 through a current ADE project. Networking among the personnel of various programs primarily occurs during professional development and professional association activities.

State-level **professional associations** for Arizona adult educators include the Arizona Association for Lifelong Learning (AALL), the Correctional Education Association of Arizona (CEAA) and the Arizona Teachers of English to Speakers of Other Languages (AZ TESOL). The professional associations share information among their members, develop and contribute to professional development activities for their membership including rewards and recognition, and promote the purposes of the associations and the profession to the general public.

As described in the first paragraph of this section, **Adult Education** in Arizona in 1998 is fragmented. In the last year attempts have been made to improve the **articulation** among Adult Education service providers. The Arizona Department of Corrections joined the Arizona Department of Education in the State Adult Education Conference. ADE personnel have assisted Department of Economic Security and Job Training Partnership Act personnel in reviewing applications for literacy-related grants. Department of Correction personnel are participating in the development of Arizona's Adult Education content standards. The Administrative Office of the Courts also participated in the State Adult Education Conference, collaborates with the ADE on student data collection and plans, with ADE approval, to offer GED Testing in the jail system.

The next section of this report, **Needs Assessment**, offers a comprehensive view of the need for Adult Education services in Arizona, highlighting the populations most in need and hardest to serve.

Needs Assessment for Adult Literacy in Arizona: 1999-2004

Section 224(b)(1) of the Adult Education and Family Literacy Act requires: “An objective assessment of the needs of individuals in the state...for adult education and literacy activities, including individuals most in need or hardest to serve.”

Federal Guide: **2.0 2.1 2.2**

As the twenty-first century approaches, the continuing need for Adult Education services in Arizona is clear and pressing.

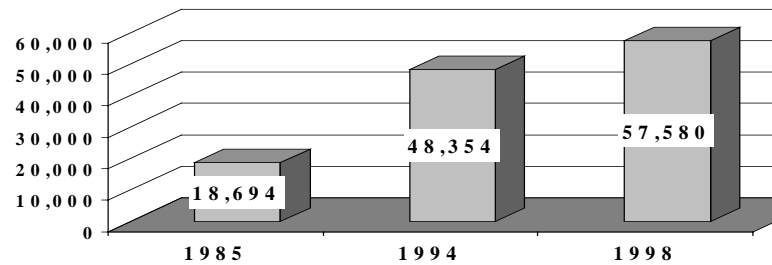
According to the Research Administration of the Population Statistics Unit, Arizona Department of Economic Security, the population of Arizona will grow at a rate of 3.5% over each of the next 5 years so that by the year 2004, nearly 5.5 million people will reside in Arizona. This represents an astonishing 50% increase in Arizona’s population from the numbers reported in the 1990 census by the U. S. Department of Commerce.

When this growth in population is correlated with the estimate from the National Institute for Literacy’s 1998 report, *The State of Literacy in America*, that 18% of Arizona’s adults (16 years or older) are at a Literacy Level 1, this means that, by the year 2004, nearly 800,000 adults in Arizona will not usually be able to:

- Locate eligibility from a table of employee benefits
- Locate an intersection on a street map
- Locate two pieces of information in a sports article
- Identify and enter background information on a social security card application
- Calculate total costs of purchase from an order form.

Current data from the Annual Reports of the Arizona Department of Education also show an increase in participation in adult education programs in the last decade and a half.

Arizona's Adult Education Growth



A high school principal stated, “Many of our parents are unable to read and need assistance filling out the registration papers for their children.”

Regarding the need for Adult Literacy classes in Arizona, one Program Director wrote, “This program currently has over 1500 on its wait list....has received at least a dozen unsolicited requests for new classes to be set up. Our Citizenship class enrollment quadrupled over the past year...the ESOL I students increased 84%.”

Individuals Most in Need

Section 202 states that the purpose of Title II of the Workforce Investment Act is “to provide adult education and literacy services, in order to—

- 1. assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;*
- 2. assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and*
- 3. assist adults in the completion of a secondary school education*

Section 203 goes on to define adult education as “*services or instruction below the postsecondary level for individuals—*

- (A) *who have attained 16 years of age;*
- (B) *who are not enrolled or required to be enrolled in secondary school under State law; and*
- (C) *who—*
 - (i) *lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;*
 - (ii) *do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or*
 - (iii) *are unable to speak, read or write the English language.*

The ADE is fully committed to serve any adult in need of literacy services who is described in the above categories. However, among the populations served, the following groups have been identified, each with their own unique needs for further education and training, as being the most in need and hardest to serve:

- a. Low income adult learners who are educationally disadvantaged
- b. Individuals with disabilities
- c. Single parents and displaced homemakers
- d. Individuals with limited English proficiency
- e. Criminal offenders in correctional institutions and other institutionalized individuals
- f. The homeless
- g. Migrant workers
- h. Individuals in remote areas

A. LOW INCOME ADULTS

Although at present Arizona has one of the strongest economies and lowest rates of unemployment in the country, there still remain large numbers of individuals and families in Arizona who live in “poverty status” as determined by the Bureau of the Census and who will most likely continue at this level since, at present, they lack the necessary literacy skills to enter and/or advance in the employment arena.

In the 1990 census, 15.7% of Arizona’s population had incomes below the designated poverty level. More recently, the Association of Arizona Food Banks, in a report released in 1998 quoting Bureau of Census data, stated that “878,306 Arizonans live in poverty.”

These facts closely align with the level of educational attainment for adults in Arizona. According to the Bureau of the Census, 3% of the adults in Arizona have less than a 5th grade education, 6.3% have between 5 and 8 years of education, and 12.4% have more than 9 years of education but lack a high school diploma. Overall, when viewed in a slightly different way, 14.4 % of the population between 16 and 18 are not enrolled in school and do not have a high school diploma, while 22% of the population over 18 years of age lack a high school credential.

Research overwhelmingly indicates that educational attainment is closely linked with labor force participation, ability to retain a job, and level of yearly income. For instance, nationally in 1996, 58% of all adults 25-64 with one to three years of high school were employed. The rate was 50% for adults with less than one year of high school. This compared with an employment rate of 75% for those with a high school diploma. A study entitled *The Arizona Occupational Employment Forecasts*, produced by the Arizona Department of Economic Security Research Administration, indicates that while Arizona will have approximately 100,000 more jobs per year over the next five years:

“Occupations requiring more education and training are generally expanding faster than those with few requirements...More education and adaptability will provide greater advantages to job seekers in the years ahead. Success in the labor market will require greater self-reliance...To both attract well-paying industries and increase the income potential of workers will require more education and a higher level of skill in the workforce.”

Therefore, to assist the large number of Arizona individuals and families who now live in poverty in improving their economic condition and to contribute to the future overall economic prosperity of Arizona, adult basic educational services are vital.

A contributor at a Community Forum reported, “There is an immense need in this rural area for Adult Education. We are a mining community that has only known mining. Layoffs happen all the time. There are many people out in this area who need help with reading and writing. They cannot do either.”

An Economic Security Job Developer wrote, “I keep a board of job postings, and it is rare to find a job that does not require a GED...even to do laundry for the Phoenix Suns requires one! The need for Adult Literacy Education is obvious.”

B. INDIVIDUALS WITH DISABILITIES

According to the 1990 census, 92,854 adults in Arizona between the ages of 16 and 64, or approximately 4% of the population, had a “mobility or self-care limitation”. Extrapolated to the estimated population of Arizona in 2004, this figure would mean that by then, 172,000 adults will need some type of special access or accommodation in dealing with the ordinary demands of daily living and/or participating in the workforce.

Special population and U.S. government agencies estimate that 15% of the potential adult education core population (i.e. out of school, 16 years of age and older, and having less than a high school diploma) have some sort of disability. At the same time, recent surveys report that over 50% of adults who are enrolled in Adult Basic Education classes other than ESOL programs, have a serious learning disability.

Another reason this population is of special concern for adult educators is the strong correlation between any type of disability and poverty. Statistics from the 1990 Census show that a striking 89% of disabled out-of-school persons with less than a high school diploma level of education are at or below 150 % of the poverty level.

The *National Adult Literacy Survey* underlines the connection between learning disabilities and unemployment. According to their findings, 75 percent of unemployed adults have reading and writing difficulties. In addition, a 1992 report from the Office of the Inspector General lists learning disabilities as one of the most common impediments for welfare recipients trying to gain and maintain employment.

A survey contributor wrote, "Learning Centers - Adequate facilities for classes are not available. It is difficult to find ADA accessible classrooms. Free and/or multi-use facilities often do not provide adequate security or a stable power supply to support computers."

C. SINGLE PARENTS AND DISPLACED HOMEMAKERS

The economic recovery that has improved life for so many Americans and residents of Arizona has largely left displaced homemakers and single mothers behind. According to a November, 1998 report released by the National Network for Women's Employment (NNWE), "These women and their children are much more likely than others to be poor, unemployed, or working in the lowest paying jobs." The 1990 Census indicated that there were 108,662 families beneath the poverty level in Arizona. Of these families, a female headed 43,657 with no husband present. From this group, a woman without a high school diploma headed 21,251 or 48.6% of the families and 18,721 or 42.8% of the families, were receiving some sort of public assistance income.

By 1997, according to an in-depth analysis of Census Bureau data done by the NNWE, the number of displaced homemakers had risen to 153,102 with 32,362 lacking a high school diploma and 66,446 with an income below poverty level. The number of single-mother family groups had risen to 213,336. Of these individuals, 75,410 did not have a high school diploma and 92,161 were living on an income below poverty level.

Given the fact that so many of the individuals in this category lack a high school diploma and the previously stated relationship between education level and employment, providing adult basic education skills for them would greatly enhance their employment options and possibility of being removed from the need for public assistance.

“In our community, we have a large low-income population-mostly single moms. For a small town, the problem is huge,” reported one Program Director.

D. INDIVIDUALS WITH LIMITED ENGLISH PROFICIENCY

The 1990 census in Arizona identified 184,669 of those 18 to 64 years old polled as “not able to speak English very well” and 88,320 were classified as living in “linguistically isolated households.”

During the 1990’s in Arizona, the most significant growth in adult education registration was experienced in the ESOL classes. In 1990, approximately 14,000 students enrolled in ESOL programs. By 1998, that number had doubled to over 28,000!

This dramatic increase can be accounted for by the large numbers of non-English speaking immigrants, the impact of migratory workers and their families in the large agricultural areas of the state, and the increasing number of multi-national businesses that have expanded their operations in this state, many bringing non-English speaking family members of their employees who may already speak English.

Statistics released by the U.S. Department of Justice, Immigration and Naturalization Service indicated that as of April 1996, Arizona had approximately 144,000 immigrants who had achieved legal permanent residency and another 84,000 who were eligible to apply for Naturalization. Of particular significance is the fact that the recent immigrant populations are, in many cases, characterized by having more limited skills and education than some former groups. Many recent immigrants have little if any schooling in their native country before coming to the United States. This finding is supported by the fact that of those registered in state-funded ESOL classes in Arizona in 1998, 62.5 percent were enrolled in the Pre-Literacy or ESOL I classes.

From a student, “We need to be able to speak and communicate with the American people and be able to understand their way of living.”

“About 75 % of the people in my small town are Spanish speaking. There is always a need for ESOL classes here.”

Student-(exact quote) “My daughter need help in school. (She is 2nd grade) If I know English good I can help her. I think if I know beter English, I will find a beter job. If I can speak with American people I will feel much beter. I can go in a shop. I can speak to my friend on the job but now I speak very bad.”

E. CRIMINAL OFFENDERS IN CORRECTIONAL INSTITUTIONS AND OTHER INSTITUTIONALIZED INDIVIDUALS

The 1990 Census identified 22,636 Arizona adults housed in correctional institutions and an additional 10,274 living in other institutions such as wards for drug and alcohol abuse, half-way houses for the physically handicapped, and shelters for victims of domestic abuse. In 1998, Arizona Adult Education programs reported serving 3,709 adults in correctional institutions, 2,842 adults in community corrections programs, and 772 adults in other institutional settings. Also, in a statement submitted to the ADE in November, 1998, the Administrative Office of the Courts (AOC) of the Arizona Supreme Court reported that “ although the overall population of Arizona increased by 2.34% during the last fiscal year, in the Superior Courts of Arizona, we have experienced a 14.1% increase in criminal filings...(along with) increased incarceration rates and length of sentences for both juvenile and adult offenders.”

Typically these populations are identified with low educational attainment, with some studies indicating that over one-third of inmates eligible for literacy services demonstrate performance at the *National Adult Literacy Survey's* two lowest levels. In addition, all current research indicates a strong need for the development of literacy, critical thinking and problem solving skills as key components in the preparation of institutionalized adults to becoming responsible citizens once they return to the community. As a case in point, in a 1997 study, Pima County Adult Probation Department reported that 77% of GED graduates had successful probation compared to 42% of dropouts.

As the aforementioned AOC report concludes, “The Adult Services and Juvenile Justice Services Divisions of the Administrative Office of the Courts is very supportive of adult literacy services in Arizona. We continue to strive to provide literacy....experiences to our detained and probation populations.”

An instructor with the Corrections Department wrote, “In Corrections, I see persons incarcerated who may not have been arrested had they a better education...we are aware of the positive correlation between inmates obtaining their GED’s and a greatly lowered rate of recidivism.”

F. HOMELESS INDIVIDUALS AND FAMILIES

According to a report released by the Arizona State Homeless Coordination Office, there were approximately 18,100 homeless individuals in Arizona in 1996. The same study revealed that

- approximately 40% of this population were believed to have alcohol/drug dependency
- approximately 12% of this population were reported to have come from domestic violence situations
- approximately 50% of this population had less than a high school diploma.

This report also points out that “Homelessness and poverty are inextricably linked...Being poor means being an illness, an accident, or a paycheck away from living on the streets.”

Looking at the trends regarding this population, the Arizona Coalition to End Homelessness issued a report in 1998 from the International Union of Gospel Missions (IUGM) which stated that “20 percent of the homeless checking into America’s Rescue Missions have become homeless because of the loss of government benefits.” The Executive Director of IUGM added, “We have only begun to see the effects of the Welfare Reform Act...We anticipate dramatic changes when work requirements become effective and women and families feel

the full impact of the loss of AFDC and other benefits.” Obviously, the homeless population of Arizona are in need of Adult Education services.

G. MIGRATORY FAMILIES

Migratory workers play a crucial role in the economy of Arizona, particularly in the heavily agricultural southern half of the state from Yuma to Wilcox during the fall and winter growing seasons. The Arizona Interagency Farm Workers Coalition estimated that the migrant seasonal agricultural adult farm worker population was 66,000 with, additionally, 33,000 dependents.

The vast majority of these men and women lack even the most basic literacy skills and are further hampered in improving their own lives and those of their children by the fact that they travel so frequently. Many of the speakers at the community forums the ADE staff conducted in the preparation of this plan stated that their Adult Education programs were more and more impacted by the serious and multidimensional needs of these migratory workers.

A school principal wrote, “We have many farm workers in our county who are new immigrants. Many want to learn English but lack literacy skills even in their own native language.”

H. INDIVIDUALS IN REMOTE AREAS

Although most of Arizona’s population is concentrated in urbanized metropolitan areas, 7% of the population, or about 330,000 people, reside in “remote areas” as defined by the Bureau of the Census. Of significance to Adult Education is that the National Institute for Literacy report previously cited (see page 7) reports that in these same areas, an average 34% of the population functions on Literacy Level 1- nearly double the percentage for the rest of the state.

This chart shows the dramatic disproportionate concentration of poverty, unemployment and illiteracy in these counties.

County	Level 1 Literacy ¹	% of Adults with less than a 12 th Grade Education ²	% of Population in Poverty ³	Current Unemployment Rate ⁴
Apache	41%	45%	47%	16.6%
Cochise	24%	24%	20%	6.5%
Coconino	16%	20%	23%	7.2%
Gila	23%	32%	18%	7.1%
Graham	26%	32%	26%	7.8%
Greenlee	19%	26%	12%	7.8%
La Paz	25%	39%	28%	7.3%
Maricopa	16%	20%	12%	2.6%
Mohave	19%	28%	14%	4%
Navajo	32%	37%	34%	13.3%
Pima	18%	19%	17%	2.7%
Pinal	25%	35%	23%	4.2%
Santa Cruz	39%	42%	26%	16%
Yavapai	19%	22%	13%	3.4%
Yuma	28%	45%	20%	26.8%

Providing adult literacy services to this population is particularly challenging because of the vast distances that separate the communities, the lack of basic facilities for instruction, including buildings, and the shortage of fundamental communication services, including telephones.

² 1998 National Literacy Survey

³ 1996 Adult Literacy Estimates from Portland State University

⁴ 1990 United States Census Bureau

⁵ Arizona Department of Economic Security

A Program Director stated, "Transportation and/or community programs are a must. Rural Northeastern Arizona's population is sparse and scattered. Towns are typically 15-30 miles apart with populations of 2,000 to 9,000 people. Our residents are extremely poor (Apache and Navajo counties have been identified as the 7th and 8th poorest in the nation). We must either bring more programs to the people where they live, or transport them to learning centers."

A resident of the Navajo Nation stated, "It is almost the 21st Century, and we live in 19th Century conditions...we don't even have electricity to run the technology."

Summary

Goal 6 of the National Education Goals Panel states:

"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

For the thousands of individuals in the populations identified and discussed in the preceding sections, this Goal has clearly not been achieved. Because of this fact, and because the Mission of the Arizona Department of Education/Division of Adult Education is "to assure that adults have access to quality educational opportunities to:

1. bridge and support them in their employment, job training, and higher educational aspirations, and
2. acquire the knowledge and skill necessary for effective participation in society."

Low income adults, individuals with disabilities, single parents and displaced homemakers, individuals with limited English proficiency, criminal offenders and others in institutions, the homeless, migrant workers, and those in remote areas constitute the core population whose literacy needs ADE has targeted to meet in this Five Year Plan.

The Arizona Department of Economic Security forecasts an increase in all target populations identified in the W.I.A. Current waiting lists for ADE-funded Adult Education programs show over 8,000 people – indicating that adult literacy learners in all target populations are currently underserved. Hence, a ‘reservoir’ of adult learners exists in all target populations. An upward or downward change in any of these populations would not affect our intent to serve that population nor affect our effort to improve service delivery to that population.

In order to meet the needs of adult learners in Arizona, much must be done. However, with the expertise and spirit of cooperation present in the Adult Education community of Arizona, it is possible to accomplish the necessary tasks. As a result of the combined and coordinated efforts of all stakeholders in Arizona Adult Education over the duration of this plan, major changes will transpire. The following section describes the envisioned Adult Education system in Arizona in 2004.

Adult Education in Arizona in 2004

General Description

Adult Education in Arizona will be a major component of a seamless network that assists families and individuals toward self-sufficiency, family stability and full participation in their communities. Workforce Investment Act partners, including the Arizona Department of Education (ADE), Department of Economic Security (DES), Administrative Office of the Courts (AOC), the Arizona Department of Corrections and other providers of Adult Education will collaborate to educate, train and support people in their search for employment, to assist with transportation, child care and other necessities to maintain employment, and to educate and train people to permit job advancement. Services will be provided on the job, in one-stop employment centers, and in diverse educational settings that include public schools, community colleges, libraries, community-based organizations and Family Literacy programs. All programs will be learner-centered. The needs of the working poor will be met through incumbent worker programs which actualize the concept of lifelong learning.

The ADE, using a combination of Federal and State resources, will provide funding for forty-five **Adult Education** programs (five of which will be designated as “model” programs in specific areas), and twenty **Family Literacy** programs (two of which will be designated as “model” programs), and forty-five **GED testing centers** (three of which will be designated as “model” centers). Many of the Adult Education programs will provide Workplace Literacy services and all of the programs will work in collaboration with other Workforce Investment Act partners.

Funding for ADE sponsored programs will be based upon documented positive student outcomes. Contracts will be issued for a five-year period on the condition of satisfactory performance by the program and the availability of funds. In addition to funding from the ADE, programs will increase their capacity to deliver services by contracting with private businesses for Workplace Literacy and with other agencies to meet specific educational needs.

The rate at which increasing numbers of students enroll in Adult Education each succeeding year will slow, but adult learners will be achieving educational gains at unprecedented levels. The achievements of **parents enrolled in Family Literacy** programs will reflect the gains of other Adult Education participants and their **children** will remain in school and will progress further and faster than their classmates who did not participate in Family Literacy. Businesses will realize the benefits of **Workplace Literacy** and will regularly approach Adult Education programs to hire their services. Workplace Literacy demands will be met through coordinated efforts by local Adult Education providers. All individuals who participate in GED preparation classes and subsequently take the GED tests will be identified and the local programs will be credited for that success. The **GED testing program** will be using the GED 2001 test battery and all examiners and GED preparation teachers will be familiar with its format and requirements. The ADE will have clearly communicated the relationship between the AIMS Test and the GED 2001 Series to Adult Education stakeholders, Workforce Investment Partners, the education community and the general public. Arizona will continue to lead the nation in providing needed accommodations for GED examinees.

Instructional Delivery

Almost 60% of **Adult Education teachers** will be full time employees with benefits. 70% of the administrative and support staff will be full time employees. All instructors will receive an orientation to Adult Education during their first year of employment and institutions of higher education will offer courses and degrees that directly support Adult Education. All instruction will begin with the specific needs and goals of the individual learner as its focus. Collaborative planning will have enabled programs to set **class size** at an eighteen-to-one learner-to-teacher ratio.

Content standards in effect throughout Arizona will provide direction to the instruction and will permit the seamless transfer of students from one program to another. Programs will issue **certificates** when students have demonstrated that they have mastered the standards for a specific level of instruction, providing State recognized credentials in addition to the GED diploma. **Successful strategies** will be rewarded and replicated in other programs throughout Arizona.

Special Populations

All Adult Education facilities will be accessible to students in accordance with the Americans with Disabilities Act, and will also be able to provide accommodations in accordance with Section 427 of the General Education Provisions Act. All instructors will have been trained to identify learning styles and difficulties and to provide specific accommodations to address those needs. **Distance learning techniques** will make Adult Education available to those in remote areas or with limited mobility. The educational records and progress of **migrant workers** will be readily transmitted electronically from one locale to another, whether in Arizona or in a different state. The special needs of adults from different age groupings will be addressed in Individual Study Plans. Workforce Investment partners will have helped single parents, Displaced Homemakers and homeless people receive support services to meet their specific needs. The ADE and agencies that serve the corrections population, whether incarcerated or

in community programs, will coordinate services to meet the needs of that population.

Student Outcomes

Student assessment tools and techniques will have been standardized throughout Arizona to provide meaningful, valid and reliable data for guiding learning and measuring progress. That information and other data related to student and program performance will be readily **transmitted electronically** to the ADE in a non-aggregated form that will permit analysis and aid in planning. Programs will also be able to process and analyze student data for planning and reporting to other entities. **Monitoring** of student outcomes after students leave ADE-funded Adult Education programs will use sampling techniques to reach former students by telephone or mail at regular intervals up to two years after they have left the program. **Shared data** with other agencies and educational institutions will provide accurate, specific information demonstrating the value of Adult Education over time. The use of **Regional Technology Centers** will continue to grow, assisting programs to fully use the upgrades in hardware and software that will be provided after continued needs analysis.

Program Planning

Several years of self-assessment using the Indicators of Program Quality will have helped programs focus their **strategic planning**, sharpening their specific areas of expertise and perfecting their delivery of educational services. Collaborations with other Adult Education providers and Workforce Investment Partners will provide for the equally high quality delivery of other necessary services. **Business plans** developed by the programs in conjunction with those of other providers will serve to coordinate services and guide programs toward specific goals.

Program evaluation will take place at several levels. Programs will continue to assess their operations in accordance with the **Indicators of Program Quality** and most programs will have received their second **State Technical Assistance Review**, pinpointing their

strengths and directing program improvement efforts. Data collection and reporting will accurately depict **individually determined program and State levels of performance** on core and additional performance indicators. **Financial, performance, interim and end of the year reporting** will be conducted electronically as will much of the technical assistance provided to programs regarding reporting requirements. **Programs** whose students reach their goals and whose staff contribute to the growth and progress of Adult Education in Arizona will be **recognized and rewarded**.

Professional Development

Professional development in Arizona will be goal directed and coordinated. Adult Educators from other states and outlying areas as well as Arizona adult educators will attend Biennial State conferences. In years when there is no state conference, programs will receive **leadership funds** to send many of their teachers and administrators to national or multi-state regional conferences. **New teachers** will be trained in Adult Education theory and practices during their first year of employment. Personnel from **model sites** will provide technical assistance to other programs, at either the program or Model location. **GED examiners** will benefit from the presence of three model testing centers where they will receive training on GED Testing Service and Adult Education procedures and assistance facilitating requests for testing accommodations. **Regional workshops** and conferences, many in collaboration with State professional associations, will address specific regional and local program needs, technology, Adult Education Standards, special needs population and reading instruction. **Family Literacy model programs** will conduct annual implementation training for new teachers, administrators and support staff. An annual **Family Literacy Conference** will provide professional development and networking opportunities for all Family Literacy personnel. **Institutes** for Adult Education Program Directors, GED Examiners and Data Collection personnel will be held at least once per year to share information and provide networking opportunities.

Community colleges and universities will have expanded their courses and degrees related to Adult Education and their students will be utilized in Adult Education programs as interns and work-study students.

Collaborations and Communications

Adult Education and its **Workforce Investment partners** will plan and consult with each other as a normal practice in operations. Other stakeholders will also be consulted on a regular basis and as significant issues arise. A spirit of cooperation will guide decisions. **Internet** connections will facilitate communication and information sharing and networking among Adult Education stakeholders.

Marketing efforts directed to specific markets will have helped achieve Workplace Literacy goals, improved the level of understanding and acceptance of the GED among employers, increased awareness of services among adult learners and facilitated collaborations among Workforce Investment partners and other stakeholders.

State-level **professional associations** for Arizona adult educators will include the Arizona Association for Lifelong Learning (AALL), the Correctional Education Association of Arizona (CEAA) and the Arizona Teachers of English to Speakers of Other Languages (AZ TESOL). The professional associations will continue to share information among their members, will develop and contribute to professional development activities for their membership including rewards and recognition, and will promote the purposes of the associations and the profession to the general public.

Summary

As a result of the efforts of Arizona adult educators in Workplace Literacy programs over the last five years, **employee skills** will be developed and refined. Children who were enrolled in Family Literacy programs will realize greater success in school and will stay in school longer and adult learners will achieve **educational gains** at a rate that allows them to meet their personal goals in the context of the family, the workplace and the community. Adult Education programs will be of the **duration and intensity** necessary to facilitate the timely attainment of goals by adult learners. Adult Education will be a viable career path for **professional educators**. The **benefits of Adult Education** will be readily apparent and easily communicated to all stakeholders.

This ***Five Year Plan*** is a guide to lead Arizona Department of Education-funded Adult Education and Family Literacy Programs from their current status in 1999 to what is envisioned in 2004.

Five goals have been chosen to direct the efforts of the ADE and the programs that it funds. For each goal, objectives have been identified that must be met in order to satisfactorily achieve the goal. These goals and objectives are presented below. A detailed description including the goals, objectives and their strategies make up the remainder of this plan.

Adult Education 5 Year State Plan

Goal 1:

To prepare Arizona adult learners to function effectively in the workplace, the family and the community.

Objective 1

By June 30, 2001, the Arizona Adult Education community will utilize a performance accountability system that measures educational gains as they relate to the workplace, family and community.

Objective 2

On January 1, 2002, the State of Arizona will implement the GED 2001 examination series.

Goal 2:

To maximize the opportunities for Adult Education Programs to provide continually improving Adult Education Services.

Objective 1

Effective July 1, 1999, ADE-funded adult education programs will be delivered by diverse, learner centered delivery systems that are recognized for excellence.

Objective 2

Effective July 1, 1999, the ADE will evaluate annually and provide technical assistance and continuous improvement services to all ADE-funded programs.

Objective 3

Effective July 1, 1999 the ADE will assist its funded programs to increase, each year, their ability to serve special populations.

Objective 4

Effective July 1, 2000, all Adult Education programs will collaborate with Workforce Investment partners and other support service providers to realize student-centered programs.

Goal 3:

To increase the capacity of adult educators through coordinated, effective professional development.

Objective 1

Effective July 1, 1999 the ADE will annually recognize and reward excellence demonstrated by adult educators.

Objective 2

Effective July 1, 1999 the ADE will annually provide increased opportunities for high quality professional growth for adult educators.

Objective 3

Effective July 1, 1999 the ADE will provide incentives for the adult education programs that it funds to staff their programs with well-qualified, full-time instructional and instructional support staff.

Objective 4

By June 30, 2002 institutions of higher learning will increase course offerings in the training of Adult Education instructors.

Objective 5

Effective July 1, 1999, the ADE will increase opportunities for professional growth for non-instructional Adult Education staff on an ongoing basis.

Goal 4:

To maximize the effective use of technology at all levels of Adult Education.

Objective 1

By June 30, 2002, the ADE will provide the framework for enhanced communication among Adult Education programs and with Adult Education stakeholders.

Objective 2

Effective July 1, 1999 the ADE will allocate resources on an annual basis to enhance technological applications in all ADE-funded Adult Education programs.

Objective 3

By June 30, 2000, the ADE will improve access to educational technology for all Arizona adult educators and learners in all ADE-funded programs.

Goal 5:

To maximize the effective flow of ideas and information among stakeholders in Adult Education.

Objective 1

Effective July 1, 1999, the ADE will provide leadership in establishing collaboration among stake holders in adult education.

Objective 2

By June 30, 2004, the ADE will create and implement an effective marketing strategy to publicize the need for, and benefits of, adult literacy services.

Objective 3

By June 30, 2001, the ADE will implement an effective communication system among Adult Education stakeholders.

GOAL 1. To prepare Arizona adult learners to function effectively in the workplace, the family and the community.

Section 224(b)(4) of the Adult Education and Literacy Act states: "In developing the State plan, and any revisions to the State plan, the eligible agency shall include in the State plan or revisions...a description of the performance measures described in Section 212 and how such performance measures will ensure the improvement of Adult Education and literacy activities in the State or outlying area."

Section 212 (b)(1)(A)(i)(ii)(B)(2)(A)(i)(ii)(iii)...For each eligible agency, the eligible agency performance measures shall consist of the core indicators of performance described (below), and additional indicators of performance (if any) identified by the eligible agency under paragraph (2)(B); and, an eligible agency adjusted level of performance for each indicator described (below). ...The core indicators of performance shall include the following:

- 1. Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.*
- 2. Placement in, retention in, or completion of, postsecondary education, training, unsubsidized employment or career advancement.*
- 3. Receipt of a secondary school diploma or its recognized equivalent.*

Objective 1: By June 30, 2001 the Arizona Adult Education community will utilize a performance accountability system that measures educational gains as they relate to the workplace, family and community.

Federal Guide: 5.0 5.1 5.2

Strategies:

- The Arizona Adult Education community, through the Arizona Adult Education Standards Project, is currently developing a curriculum framework that, by June 30, 2000, will include:

1. Content Standards for each level of English for Speakers of Other Languages, Citizenship, Adult Basic Education and GED Preparation
 2. Performance Measures for each content standard
 3. Certificates of Mastery to adult learners as they complete educational levels.
- A Steering Committee composed of Adult Education teachers, administrators and other stakeholders will guide the project. Individual work teams composed of adult educators and stakeholders will develop the standards under the direction of the Steering Committee. One work team will also design specific professional development plans and activities to facilitate the full incorporation of the products of the curriculum framework into local programs and classes. Another work team will design a marketing and communication plan to aid and identify the standards. Additionally, procedures for identifying and replicating successful strategies will be developed.
 - Phase III of the Arizona Adult Education Standards Project (FY00) will address the reliability and validity of the assessment of adult learners. A team of adult educators, sponsored by the Arizona Department of Education, will determine the criteria that assessments used in ADE-funded adult education programs must meet. Using those criteria, an assessment(s) will be selected or developed for use in those programs. The team will also determine the conditions and frequency of assessment administration.
 - To facilitate the collection and reporting of data, an electronic system will be introduced on a pilot basis to a limited number of local programs by July 1, 1999. This system will, at a minimum, generate the required Federal reporting tables, record student outcomes, provide student level data to the ADE, retain access to their data for local programs and permit the generation of ad hoc reports by both the ADE and the local programs. By July 1, 2000, the system will be in use statewide for data collection. Professional development activities will train data collection and other appropriate personnel prior to July 1, 2000.
 - For the first time, with the initiation of this plan, the ADE will negotiate with the U.S. Department of Education, State level performance standards, including those on the core indicators of performance for the first three years of this plan. The levels of performance shall at a minimum:

1. *be expressed in an objective, quantifiable, and measurable form; and*
2. *show Arizona's progress toward continuously improving in performance*

(5.3) *Sec. 212(b)(3)(A)(i)*

- The negotiated agreement shall take into account the following:

(1) how the levels compare with the eligible agency adjusted levels of performance established for other eligible agencies, taking into account factors including the characteristics of participants who enter the program, and the services or instruction to be provided; and

(2) the extent to which such levels promote continuous improvement in performance on the performance measures by such eligible agencies to ensure optimal return on the investment of Federal funds.

(5.4) *Sec. 212(b)(3)(A)(iv)*

- Performance standards including those on the core indicators of performance for individual programs will be negotiated for the first three years of this plan between the local program and the ADE during the application process. Considerations will include the characteristics of the specific populations historically addressed and proposed-to-be-addressed by the program, historical performance by the program and needed contributions by that program to the performance standards of the State.

(4.1) *Sec. 224(b)(3)*

- The ADE, during the first two years of this plan and in consultation with Arizona Adult Education stakeholders, will review its performance standards and those of the programs it funds. During this process, the issue of including additional optional performance indicators will be determined

(Sec 224(b)(4)).

- After the first three years of this plan, the ADE will renegotiate performance standards including those on the core performance indicators with the U.S. Department of Education to reflect State performance for the first three years of the plan.

(Sec. 212(b)(3)(A)(v)

- Subsequently, the ADE will renegotiate performance standards including those on the core performance indicators with the individual local programs to meet the renegotiated State performance standards.

- The ADE shall aggregate the performances of the individual programs to prepare a report on ADE's progress in achieving agency performance measures, including

information on the levels of performance achieved by the State with respect to the core indicators of performance, and annually submit this report to the Secretary.
Sec. 212(c)(1)

Determination of Arizona's Performance Standards for the First Three Years

- **Core Indicator 1** Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, problem solving, English language acquisition and other literacy skills, involve two factors: the skill levels and the measurement of progress.

“Beginning Literacy” is defined as a skill level below the 2.0 grade level. “Beginning ABE” students function between the 2.0 and 5.9 grade levels, and “Intermediate ABE” includes learners at the 6.0 to 8.9 grade levels.

The skill levels indicated for ESOL students follow a similar progression from a complete lack of literacy skills in any language through a high functional ability in English.

The Arizona Adult Education Standards Project is completing content standards which will describe what adult learners should know and be able to do at each ABE or ESOL level. This functional definition of each level will add clarity and benchmarks to the understanding of Adult Education levels. The final version of this Plan will include the content standards for each level.

Learner progress from one level to the next cannot be accurately measured without accurate assessments that are administered under consistent, controlled conditions. Currently, Adult Education in Arizona employs a variety of assessment instruments that purport to measure differing facets of the skills listed above. Some of the instruments are teacher-made tests. On many of the tests there is no indication of the validity or reliability of the instrument. The problem is further compounded by inconsistencies in the manner in which the instrument is administered. Often time limits are not followed and classroom distractions are frequent.

As described on page 35, the third phase of the Arizona Adult Education Standards Project will address the validity and reliability of the assessment of adult learners. Assessment instrument(s) will be selected and protocols for administration of the assessments will be determined. At that time programs will be able to accurately measure educational gains and the ADE will be able to confidently predict educational gains.

During year three, the ADE will collaborate with ADE-funded Adult Education programs to establish a new set of performance levels for each of the Core Indicators for Years 4 and 5. It is anticipated that these levels will be significantly higher than the current ones.

The percentages given for completion of each Adult Basic Education and English for Speakers of Other Languages level represent an analysis of the available data for the previous six years and a review of levels of performance proposed by other states, adjusted downward because of irregular patterns in the data and ADE's lack of confidence in the validity and reliability of the data it currently collects. The relatively low percentages given for the first three years provide:

1. a "hold harmless" period in which local providers may improve the quality of their service delivery
 2. time for the standardization of student assessment throughout Arizona.
- **Core Indicator 2** The numbers of adult learners projected in Year 1 to be placed in post-secondary education or training, part of Core Indicator 2, were determined by averaging the totals in this category over the last six years. Projections for Years 2 and 3 reflect a 2% increase each year.

Similarly, the percentage for Year 1 of adult learners placed in unsubsidized employment, the second portion of Core Indicator 2, is an average of the last six years, with a ½ % increase for each of the subsequent two years.

The third part of Core Indicator 2, the number of adult learners who retain a job or advance in their employment is also an average over the previous six years. Years 2 and 3 reflect an annual 2% increase.

- **Core Indicator 3** The number of adult learners who received a secondary school diploma or its recognized equivalent is an average of the last six years for those who first enrolled in an instructional program prior to obtaining a GED. The number does not include those who obtained a GED directly, without benefit of instruction.

The next four pages contain Arizona's
performance standards for the core indicators
for the first three years of this plan.

Core Indicators of Performance

Core Indicator 1: Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, problem solving, English language acquisition and other literacy skills.

Performance Measures:

Beginning Literacy: the percentage of adult learners enrolled in Beginning Literacy who completed that level, (# completed level / # enrolled = % completed)

Year 1

10% of Beginning Literacy enrollees will acquire (validated by formal assessment) the skills needed to complete the level.

Year 2

11% of Beginning Literacy enrollees will acquire (validated by formal assessment) the skills needed to complete the level.

Year 3

12% of Beginning Literacy enrollees will acquire (validated by formal assessment) the skills needed to complete the level.

Beginning ABE: the percentage of adult learners enrolled in Beginning ABE who completed that level, (# completed level / # enrolled = % completed)

Year 1

12% of Beginning ABE enrollees will acquire (validated by formal assessment) the skills needed to complete the level.

Year 2

13% of Beginning ABE enrollees will acquire (validated by formal assessment) the skills needed to complete the level.

Year 3

14% of Beginning ABE enrollees will acquire (validated by formal assessment) the skills needed to complete the level.

Intermediate ABE: The percentage of adult learners enrolled in Intermediate ABE who completed that level, (# completed level / # enrolled = % completed)

Year 1

20% of Intermediate ABE enrollees will acquire (validated by formal assessment) the skills needed to complete the level.

Year 2

22% of Intermediate ABE enrollees will acquire (validated by formal assessment) the skills needed to complete the level.

Year 3

22% of Intermediate ABE enrollees will acquire (validated by formal assessment) the skills needed to complete the level.

Core Indicators of Performance

Core Indicator 1: Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, problem solving, English language acquisition and other literacy skills.

Performance Measures:

Beginning Literacy (ESOL): the percentage of adult learners enrolled in Beginning Literacy (ESOL) who completed that level, ($\# \text{ completed level} / \# \text{ enrolled} = \% \text{ completed}$)

Year 1

10% of Beginning Literacy (ESOL) enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete level.

Year 2

11% of Beginning Literacy enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete level.

Year 3

12% of Beginning Literacy enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete level.

Beginning ESOL: the percentage of adult learners enrolled in Beginning ESOL who completed that level, ($\# \text{ completed level} / \# \text{ enrolled} = \% \text{ completed}$)

Year 1

20% of Beginning ESOL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete level.

Year 2

22% of Beginning ESOL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete level.

Year 3

24% of Beginning ESOL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete level.

Intermediate ESOL: The percentage of adult learners enrolled in Intermediate ESOL who completed that level, ($\# \text{ completed level} / \# \text{ enrolled} = \% \text{ completed}$)

Year 1

20% of Intermediate ESOL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete level.

Year 2

22% of Intermediate ESOL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete level.

Year 3

24% of Intermediate ESOL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete level.

Advanced ESOL: The percentage of adult learners enrolled in Advanced ESOL who completed that level, ($\# \text{ completed level} / \# \text{ enrolled} = \% \text{ completed}$)

Year 1

20% of Intermediate ESOL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete level.

Year 2

22% of Intermediate ESOL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete level.

Year 3

24% of Intermediate ESOL enrollees will acquire (validated by formal assessment) the level of English language skills needed to complete level.

Core Indicators of Performance

Core Indicator 2: Placement in, retention in or completion of post-secondary education, training unsubsidized employment or career advancement.

Performance Measures:

Placement in post-secondary education or training: the total number of adult learners entering other academic or vocational programs (at the post-secondary level)

Year 1

2,592 adult learners will enroll in further academic or vocational programs.

Year 2

2,644 adult learners will enroll in further academic or vocational programs.

Year 3

2,697 adult learners will enroll in further academic or vocational programs.

Placement in unsubsidized employment: The percentage of unemployed adult learners (in the workforce) who obtained unsubsidized employment
of unemployed adult learners (in the workforce) who obtained unsubsidized employment/# of unemployed adult learners (in the workforce) enrolled.

Year 1

9.5% of unemployed adult learners enrolled (and in the workforce) will obtain unsubsidized employment.

Year 2

10% of unemployed adult learners enrolled (and in the workforce) will obtain unsubsidized employment.

Year 3

10.5% of unemployed adult learners enrolled (and in the workforce) will obtain unsubsidized employment.

Retention in or job advancement: the total number of adult learners who retained employment or advanced on the job.

Year 1

2,300 adults will be retained on the job or advance on the job.

Year 2

2,346 adults will be retained on the job or advance on the job.

Year 3

2,393 adults will be retained on the job or advance on the job.

Core Indicators of Performance

Performance Measures:

Core Indicator 3: Receipt of a secondary school diploma or its recognized equivalent: The total number of adults enrolled who earned a high school diploma or its recognized equivalent.

Year 1

2,000 adults will earn a high school diploma or its recognized equivalent.

Year 2

2,000 adults will earn a high school diploma or its recognized equivalent.

Year 3

4,000 adults will earn a high school diploma or its recognized equivalent.

Objective 2: On January 1, 2002, the ADE will implement the GED 2001 examination series.

Federal Guide: 5.0 5.1

Strategies:

- To plan the implementation of the GED 2001 Series Exam, a GED Testing Task Force (GTTF) will be formed by July 1, 2000. This task force will be composed of GED Examiners, Adult Education teachers and administrators and other stakeholders.
- The ADE will analyze the relationship between the current GED Test, the Arizona AIMS test, and the GED 2001 Series Exam. The ADE will communicate information about these relationships to the CTTF, Adult Education Stakeholders, the K-12 education community and the general public.

- To support the implementation of the GED 2001 Series Exam, the GTTF will design a comprehensive professional development program around the GED 2001 series exams. This will include a curriculum strategy for instruction, instructor staffing, arrangements for accommodations, and training locations. Implementation of this professional development program will be from September 1, 2000 through December 31, 2001.
- The GTTF will maintain communication with GEDTS on issues concerning GED 2001 Series and relay information to Examiners and Programs.
- The GTTF will also develop a public information campaign that will address target populations and be current with the latest GED 2001 series information. This campaign will be conducted September 1, 1999 through December 31, 2001.

A high school administrator commented, “ There is a definite need for Adult Literacy Services in the rural areas of our state. Our community has a very large population of low skilled non-English speaking or AFDC parents. Our high school has an approximately 30% dropout rate over a 4-year period.”

GOAL 2: To maximize the opportunities for Adult Education programs to provide continually improving Adult Education Services.

Federal Guide: 3.0 3.1

- ***Description of allowable activities:***

Section 224(b)(2) requires each state to provide “a description of the Adult Education and literacy activities that will be carried out with any funds received.”

Section 202 states: “It is the purpose of this title to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy services, in order to-

(1) assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;

- (2) assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
- (3) assist adults in the completion of a secondary school education.”

Section 231 (b) states: “Each eligible provider receiving a grant or contract under subsection (a) will use the grant or contract to establish or operate one or more programs that provide services or instruction in one or more of the following categories:

- (1) Adult education and literacy services (In Arizona this is defined by the Arizona Adult Education Content Standards for ABE, GED Prep, ESOL, and Citizenship),
- (2) Workplace Literacy Services,
- (3) Family Literacy Services,
- (4) English Literacy Programs.

Section 203 defines Adult Education as “services or instruction below the post secondary level for individuals-

- (A) Who have attained 16 years of age;
 - (B) Who are not enrolled or required to be enrolled in secondary school under State Law; and
 - (C) Who-
 - ((i)lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
 - (ii)do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
 - (iii)are unable to speak, read, or write the English language.”
- ***English Literacy Program means a program of instruction designed to help individuals of limited English proficiency achieve competency in the English language.***
 - ***Family Literacy Services means services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:***
 - (A) Interactive literacy activities between parents and their children.***
 - (B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.***
 - (C) Parent literacy training that leads to economic self-sufficiency.***
 - (D) An age-appropriate education to prepare children for success in school and life experiences.”***

- *Literacy means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.*
- *Workplace Literacy Services means literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.*

Please refer to the Appendix Glossary for complete descriptions of programs.

Federal Guide: 3.2

Section 231 (d) states: "Special Rule: Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this subtitle for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not individuals described in subparagraphs (A) and (B) of Section 203(1), except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy services. In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities." If Arizona does include Family Literacy as an eligible component to receive federal funds during the life of this State Plan, the State will require adherence to this special rule in awarding grants.

Federal Guide: 3.3

The ADE will collaborate with Workforce Investment Partners and other Adult Education stakeholders to insure a seamless delivery of services to customers. The ADE will support local Adult Education communities in the areas of resource identification, information sharing and their participation in one-stop delivery systems.

Objective 1: Effective July 1, 1999, ADE-funded adult education programs will be delivered by diverse, learner-centered delivery systems that are recognized for excellence.

Federal Guide: 6.3 10.0 10.1 10.2

Strategies:

Section 231 (c) states, “Each eligible agency receiving funds under Title II shall ensure that (1) all eligible providers have direct and equitable access to apply for grants or contracts under this section; and (2) the same grant or contract announcement process and application process is used for all eligible providers in the State or outlying areas.”

A. DESCRIPTION OF THE STEPS TO ENSURE DIRECT AND EQUITABLE ACCESS

- For each grant application process, the ADE will ensure that all eligible providers have direct and equitable access to apply for grants under this section. Additionally, for each grant application process, the ADE will use the same announcement process, application process, and application review criteria and process for all eligible providers in the state.
- The ADE will use the following methods of providing **Notice of Availability** to ensure direct and equitable access:
 1. The ADE will post on its Web page a Fund Alert of any grant availability at least 30 days prior to the funding application deadline.
 2. The ADE will post a newspaper notice of grant availability at least 30 days prior to the funding application deadline. These notices will run in newspapers in four cities: Flagstaff, Phoenix, Tucson and Yuma. identified in Section 203 (5).
 4. The ADE will keep a log of potential new applicants as requests for application guidelines are received throughout the year.
 5. Application guidelines/packets will be mailed to all current providers, applicants registered in the log (see #4 above), and all additional applicants who request them.

B. PROCEDURES AND PROCESS OF FUNDING ELIGIBLE PROVIDERS (SEC. 224 (b)(7))

Section 224 (b))(7) states, “...the eligible agency shall include in the State plan a description of how the eligible agency will fund local activities in accordance with the considerations described in section 231 (e).”

Federal Guide:

6.0 6.1

Strategies:

Section 232 states, “Each eligible provider desiring a grant or contract under this subtitle shall submit an application to the eligible agency containing such information and assurances as the eligible agency may require, including - a description of how funds awarded under this subtitle will be spent; and a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.”

- **Local Application:** Funding applications shall address considerations the eligible agency selects in addition to those proscribed in *Section 231(e)* (see below).
- The application narrative will address program operations for the multiple-year time frame. The application budget will address the first Fiscal Year only. If changes from the approved program or budget are necessary or desirable, an amendment including a revised budget must be submitted to the Adult Education Division office for review and approval prior to changes being made by the local provider. Eligible providers may apply for funding to conduct any, or all, of the adult education and literacy components (Pre-Literacy, ABE, ESOL, GED Preparation, Citizenship, Workplace Literacy, and/or Family Literacy) that the ADE allow for as indicated in the particular RFP.
- Funds made available for Adult Education and literacy activities will supplement and not supplant other State or local public funds expended for adult education and literacy activities. Projects awarded effective 7/1/99 will be for multiple years, contingent on the local provider's continued exemplary performance and the availability of funding. Cost-based program budgets will be negotiated annually.

Federal Guide

6.2

- **Eligible providers** for an Adult Basic Education, GED Preparation, English as a Second Other Language, Citizenship, Workplace Literacy or Family Literacy grants include:
 1. A local education agency
 2. A community-based organization of demonstrated effectiveness

3. A volunteer literacy organization of demonstrated effectiveness
4. An institution of higher education
5. A public or private nonprofit agency
6. A library
7. A public housing authority
8. A nonprofit institution that is not described in any of these subparagraphs and has the ability to provide literacy services to adults and families and
9. A consortium of the agencies, organizations, institutions, libraries, or authorities described in any of the subparagraphs 1-8.

- **First Priority Funding** will be given to:

1. Applications from local providers which had an adult education project in operation during the previous fiscal year and which adhered to all applicable rules, regulations, reporting requirements and assurances, and demonstrated a high level success in meeting or exceeding its performance measures;
3. New applicants which did not receive program funding the previous fiscal year, which are from geographic areas not currently served by adult education programs, and which demonstrate previous comparable experience and performance.

- **Second Priority Funding** will be given to:

Project applicants which did not receive program funding in the previous fiscal year, which are from geographic areas currently served by existing adult education programs, and which demonstrate experience and performance comparable to applicants identified in #1 above.

- **Third Priority Funding** will be given to:

Those projects making application, which had an adult literacy education project in operation during the previous fiscal year, and marginally met project requirements.

Federal Guide: 6.4

- **Application Process:** For each multi-year grant application, the ADE will ensure that all eligible providers have direct and equitable access to apply for grants. Eligible providers are identified above (**Federal Guide 6.2**).

- The ADE will provide notice of the availability of grant funds, at least 30 days prior to the grant application deadline (for FY00 – this deadline is Friday, March 12, 1999, 5:00 p.m. MST). Notice shall be posted on the ADE Web page; in Phoenix, Yuma, Flagstaff and Tucson newspapers; mailed to all known eligible providers and as requested.
- Each eligible provider desiring a grant under this subtitle shall submit an application to the ADE containing information and assurances as the ADE may require, including: a description of how the funds awarded under this subtitle will be spent; and a description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. (*Section 232*)
- Applications which are received incomplete, incorrectly completed, or after the deadline date will not be considered for funding.
- A Technical Review Team will evaluate all accepted applications according to ADE criteria. The ADE considers the applicant's score scale ranking and past performance in addition to the availability of funding and the geographic distribution of Adult Education monies within Arizona when granting awards. Minimally, 82.5% of Federal Funds and 90% of State Funds are distributed as Assistance to local providers for Adult Education and Literacy Services. Applicants will be notified of awards at least 30 days prior to the start of the new grant year.

Federal Guide: 6.5

- **Evaluation of Applications:** In addition to other ADE considerations in awarding grants, *Section 231(e)* states, "In awarding grants or contracts under this section, the eligible agency shall consider:
 1. *The degree to which the eligible provider will establish measurable goals;*
 2. *The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and, after the one-year period beginning with the adoption of an eligible agency's performance measures under Sec. 212, the success of an eligible provider receiving funding under this subtitle in meeting or exceeding such performance measures, especially with respect to those adults with lower levels of literacy;*

3. *The commitment of the eligible provider to serve individuals in the community who are most in need of literary services, including individuals who are low-income or have minimal literacy skills;*
4. *Whether or not the program is of sufficient intensity and duration for participants to achieve substantial learning gains; and uses instructional practices, such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read;*
5. *whether the activities are built on a strong foundation of research and effective educational practice;*
6. *whether the activities effectively employ advances in technology, as appropriate, including the use of computers;*
7. *Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.*
8. *whether the activities are staffed by well-trained instructors, counselors, and administrators; (additionally, the ADE shall look for a preponderance of well-qualified, full-time instructional staff – State requirement);*
9. *whether the activities coordinate with other available resources in the community, such as establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies.*
10. *whether the activities offer flexible schedules and support services (such as child care and transportation) that are necessary to enable individual, including individuals with disabilities or other special needs, to attend and complete programs;*
11. *Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures; and*
12. *whether the local communities have a demonstrated need for additional English literacy programs. (Sec. 231) (e)).*

13. The ADE shall also consider whether the local adult education and literacy program curriculum framework adheres to the Arizona Adult Education Content Standards (State requirement).

Federal Guide:

6.6

- *Special Rule: Section 223(c) states, “whenever a State or outlying area implements any rule or policy relating to the administration of or operation of a program authorized under this subtitle that has imposed a requirement that is not imposed by Federal law, the State or outlying area shall identify, to eligible providers, the rule or policy as being State imposed*

Sec. 225 (a)(b)(c) states, “From funds made available under section 222(a)(1) for a fiscal year, each eligible agency shall carry out corrections education or education for other institutionalized individuals. The funds described in subsection (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions. Each eligible agency that is using assistance programs under this section shall give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.” (11.0 11.1 11.2 11.3) The Department issues one funding application process for adult literacy education. This process is used by all applicants, including those who are serving individuals identified in Section 225. Ten percent of assistance dollars are earmarked for applicants serving this population

- Beginning July, 1999 and in each succeeding year of this plan, ADE will ensure that not more than 10 percent of the local assistance grant funds are allocated in *Section 225* programs. These funds will be made available by following the application guidelines.

These funds shall be used for the cost of adult literacy education programs for criminal offenders in correctional institutions and for other institutionalized individuals, including:

1. Basic Education
2. Special Education programs as determined by the eligible agency
3. English literacy programs, and
4. Secondary school credit programs

The term “correctional institution” means any:

1. prison
2. jail
3. reformatory
4. work farm
5. detention center
6. halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

C. ELIMINATION OF FUNDING FORMULA

Current Funding Policy: Each ADE-funded adult education program is awarded an amount of money, ranging from \$5000 to \$2.1+ million. The variances are the result of such factors as size of program, length of time the program has been funded by the ADE and the community need. By acceptance of the grant amount, the program agrees to provide a number of hours of instruction based on the rate of \$4.00/instructional hour. (For example, if a program receives a grant of \$10,000, that program would be required to deliver 2,500 hours of instruction in any combination of ABE, GED Prep, ESOL or Citizenship.) This funding policy does not recognize or reward educational gains, retention in program or positive program termination. The result of this policy has been that programs do deliver instructional hours. Often times exceptional amounts of instructional hours are delivered by programs in hopes of receiving additional monies. In many programs, if a learner leaves the program, a new learner is entered the following day. The funding formula encourages quantity of activity, not results of learning.

Additionally, the rate of \$4.00 per instructional hour does not begin to come close to the true cost of providing high quality instruction.

- Eighty-three percent of adult education teachers are part time, an employment method which helps to keep staffing costs artificially low. Additionally, adult education programs report their turnover rate for teaching staff as high, meaning that professional development efforts are wasted, and learners are, in many cases, working with novice adult education teachers.
- Although some programs exist that are able to provide desirable student-to-teacher ratios, many programs operate classes in excess of 35 students per Instructor. This despite the fact that a full 50% of Arizona adult learners function at the very lowest levels of literacy. Additionally, the most

conservative estimate places the number of adult learners with learning disabilities at 30%.

- Although many programs have some high tech equipment, many have outdated technology and cannot afford to pay for the ongoing costs of training, technical assistance and maintenance.

The programs that are able to provide better quality instruction are generally programs that receive monies from multiple funding sources and who supplement their ADE Adult Education grant with other resources. Not all adult education providers are equally able to do this.

The current funding policy does not recognize the individual needs of adult education providers, specific learner populations or variances in access to resources among programs of various size and geographic location. Adult Education in Arizona is delivered by a very diverse system of providers whose size, resources, skills/knowledge, experience, learner populations and facilities vary tremendously.

Workforce Investment Act Requirements: The Workforce Investment Act of 1998 reflects the change in thinking on the part of many Legislators, and that is the move to accountability in education. This new law requires the State Education Agency to negotiate with the Federal government levels of performance against which the State effort will be measured. Additionally, this new legislation requires the State to negotiate with local adult education providers the levels of performance against which they will be measured. After year three of this Plan, states may be rewarded for their success in meeting their contracted levels of performance.

The Workforce Investment Act of 1998 also requires the State Education Agency to consider, minimally, the following when awarding adult education grants:

- The program's measurable goals
- The documented past effectiveness of a provider in improving literacy levels
- The provider's commitment to serving those most in need
- The intensity and duration of instruction provided
- The instructional activities' link to research-based effective educational practice
- The effectiveness with which the program uses advances in technology, including use of the computer

- The use of learning in contexts related to the family, the community and the workplace
- The qualifications of the program's staff
- The program's collaboration efforts with other stakeholders
- The program's use of flexible scheduling and support services such as transportation and child care
- The program's use of a high-quality management information system that can report outcomes and monitor performance
- The community need for adult literacy services

Cost-Basis Funding: Clearly the current \$4.00 per hour method of funding provides inadequate monies to meet the intent of the new law. Additionally, formula funding inadequately meets the needs of Arizona's diverse delivery system. (Note: A diverse delivery system is not seen as a limitation. Rather it is a strength that is recognized at the state and federal level.)

Beginning with FY2000, the ADE will award Adult Literacy Education grants based on the true cost of providing high quality instruction. Each application for funding will include a business plan which details goals (including levels of performance, anticipated number of learners served and hours of instruction delivered), objectives and strategies for its delivery of extraordinary education to Arizona's adult learners. The application will then identify the resources needed to accomplish its goals, and assign a dollar value to each identified resource. After a review panel has evaluated all applications received, the ADE will review each successful application and negotiate with the applicant an appropriate grant award unique to that provider's needs. The ADE will analyze each application in relationship to the applicant's, other providers' and the state average regarding past funding and performance history.

Anticipated results of negotiated cost-based funding. Funding levels for FY2000 for Adult Literacy Education total \$9,300,370 (Federal: \$4,725,470, State: \$4,574,900). With respect to FY00, no increases in either federal or state funding have been signed in to law. During the first three years of this plan, the following results are anticipated from this change in funding policy.

- To operate within a level-funding ceiling, ADE-funded adult education programs would initially serve less students at a time
- With more intense instruction, students' progress through their program would accelerate
- Educational gains per dollar spent would increase

- The ADE would be paying for outcome, not activity
- ADE-funded adult education programs would incorporated standard business planning into their funding proposals
- The field of adult education would experience a strengthening of its teachers, both in teaching ability (increased intensive professional development) and stability of its workforce (increased full-time/benefited positions)
- The ADE would fund programs to the requirements of the law
- The ADE would provide funding to the individual needs of the program in order to achieve extraordinary education for all Arizona adult learners
- Increased teacher skills and lower student to teacher ratios would enable adult education programs to successfully serve those learners most in need and hardest to serve, providing additional resources where needed
- Adult Education providers would experience an enhanced capacity to operate in collaboration with other Workforce Investment Partners to achieve a more seamless service delivery system
- The quality of adult education programs in Arizona would increase across the board, but especially in rural Arizona
- The reporting of levels of performance, both by local providers and the state, would represent valid and reliable data (curricula aligned to state adult education standards, educational gains assessments in place, electronic reporting)

Objective 2: Effective July 1, 1999 the ADE will evaluate annually and provide technical assistance and continuous improvement services to all ADE-funded programs.

Federal Guide: 4.0, 4.1 4.2 12.1

Strategies:

- Program evaluation will take place at several levels.
 1. Programs will assess their operations in accordance with the Indicators of Program Quality. (see page 3)
 2. State Technical Assistance Reviews (in depth, on-site monitoring, evaluation and technical assistance efforts that identify program strengths and direct program improvement efforts) will be conducted with at least 20% of the Adult Education and Family Literacy programs each fiscal year.

3. Data collection and reporting will accurately depict individually determined program and State levels of performance on core and additional performance indicators.
4. Financial, performance, interim and end of the year reporting will be conducted electronically as will much of the technical assistance provided to programs regarding reporting requirements.
5. Programs whose students reach their goals and whose staff contribute to the growth and progress of Adult Education in Arizona will be recognized and rewarded. **(4.2, 12.1)**

Sec. 224 (b)(3) states: "In developing the State plan, and any revisions to the State plan, the eligible agency shall include in the State plan or revisions...a description of how the eligible agency will evaluate annually the effectiveness of the Adult Education and literacy activities based on the performance measures described in Section 212."

- **The ADE will evaluate all ADE-funded Adult Education and Family Literacy programs annually.** These evaluations shall consist of the activities described above plus the comparison of the individual program's performance results with its negotiated performance standards.
- Programs that are not in compliance with Federal or State laws or regulations or the requirements of this State Plan are subject to withdrawal of funding by the ADE. Programs that do not respond to deficiencies noted by the ADE, nor annually assess their performance using the Indicators of Program Quality, nor submit required reports on time nor meet their individually negotiated performance standards are subject to a decrease or withdrawal of funding by the ADE. **(4.2)**

Section Sec. 224 (b)(10) states: "In developing the State plan, and any revisions to the State plan, the eligible agency shall include in the State plan or revisions ...a description of how the eligible agency will develop program strategies for populations that include..."

Objective 3: Effective July 1, 1999, the ADE will assist its funded programs to increase each year their ability to serve special populations

Federal Guide: 1.2 2.1 2.2 3.1 8.1 11.1 11.2 12.1

Strategies:

As noted in the Needs Assessment, there exists in the Arizona Adult Education student population, individuals with unique characteristics and needs. Among the most prominent of these groups are:

1. Low income adult learners who are educationally disadvantaged
2. Individuals with disabilities
3. Single parents and displaced homemakers
4. Individuals with limited English Proficiency
5. Criminal offenders in correctional institutions and other institutionalized individuals
6. The homeless
7. Migratory workers
8. Individuals in remote areas

To meet the needs of these special populations, the ADE will:

- Beginning July, 1999, and through the extent of this plan, continually research, with input from other Workforce Investment Partners, practices in instruction, counseling, and delivery of services for these populations. The information gathered will be used to develop innovative approaches to serving these populations. ADE will also assist local providers in addressing identified issues associated with these groups through state leadership activities and technical assistance.
- By September, 1999, receive from each ADE-funded program their self-assessment of compliance with ADA guidelines relating to their accessibility and accommodations for individuals with disabilities, as well as their plans for bringing their programs into compliance. A report of progress on the plan will be submitted to ADE by each funded program with their annual report.
- In September, 1999, as noted in Goal 3, the ADE will design and sponsor a coordinated, multi-year professional development program on Accessibility and Accommodations for the special needs learner. For the purpose of this activity, the term 'special needs learner' shall include the groups identified above and those identified in GEPA.

The first series of offerings is scheduled for fiscal year 2000 and will focus on Accommodation and Instruction for persons with Learning Disabilities.

- Beginning in July 1999, and through the extent of this plan, implement a training program for GED examiners in best practices and procedures for accommodating GED examinees with special needs.
- Beginning in July 1999, the ADE will implement a public information campaign directed towards potential GED examinees, adult education instructional staff, and other stakeholders regarding the various

accommodations for GED testing for those with special needs, and the procedures for qualifying for them.

- Beginning July 1999, articulate with Special Student Services to improve service delivery for those adult learners 16-21 years of age.
- Beginning December 1999, articulate with the office of Vocational Rehabilitation to improve service delivery for those adult learners at least 22 years of age.
- Beginning July 2000, design major systemic change to serve special populations, including: (1) improved Intake and Assessment for all adult learners, (2) the use of predictor instruments during Intake, (3) specialized training beginning in FY00 for each program's designated 'Accommodations Coordinators'. (This is in addition to major professional development efforts for all adult educators in the areas of accommodations and special needs populations).

Section 225 (a)(b)(c) states, "From funds made available under section 222(a)(1) for a fiscal year, each eligible agency shall carry out corrections education or education for other institutionalized individuals. The funds described in subsection (a) shall be used for the cost of educational programs for criminal offenders in correctional institutions. Each eligible agency that is using assistance programs under this section shall give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program."

(11.0 11.1 11.2 11.3)

- Beginning July, 1999, and in each succeeding year of this plan, ADE will ensure that not more than 10 percent of the local assistance grant funds are allocated to Section 225 programs. These funds will be made available by following the application guidelines described in **Goal 2, Objective 1**.

These funds shall be used for the cost of educational programs for criminal offenders in correctional institutions and for other institutionalized individuals, including literacy skill based programs for:

1. Basic education
2. Special education programs as determined by the eligible agency
3. English literacy
4. Preparing students to obtain a high school diploma or its equivalent
5. Preparing students to make a successful transition to the community; and
6. Preparing students to gain employment

The term “correctional institution” means any:

1. prison
2. jail
3. reformatory
4. work farm
5. detention center
6. halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders

Section 224 (b)(11) of the Adult Education and Family Literacy Act states: “Describe how the adult education and literacy activities will be carried out with any funds received under this subtitle, and how they will integrate with other adult education, career development, and employment and training activities in the State or outlying area served by the eligible agency.”

Objective 4: Effective July 1, 2000, all Adult Education programs will collaborate with Workforce Investment partners and other support service providers to realize student centered programs.

Federal Guide: 9.0 9.1 9.2

“The majority of adults tested at Vocational Building Skills in Sanders, score in the 6th to 8th grade reading writing and math levels. This severely impacts any business start-ups at this location, as well as families and schools.”

Strategies:

- Beginning in July, 1999, the ADE will work with adult education stakeholders and Workforce Investment Partners to identify for the adult education community, statewide, all groups that have an interest in adult literacy services. The ADE will participate with other Workforce Investment Partners in making this information available, and in updating it regularly, for the workforce investment community.
- As stakeholders are identified, the ADE will participate with them in exploring possible efforts at collaboration. The ADE is experienced in collaborating with other agencies for program/service delivery to Arizona adult learners. These partnerships will be continued and every effort will be

made to enhance and strengthen these, as well as newly-developed collaborations, in order to provide for a more seamless delivery of services. Some of the efforts to date include:

1. Arizona's current Workforce Development Council is coordinated through the Arizona Department of Commerce, designated by the Governor as the agency responsible for coordinating the Workforce Investment Act. It is Department of Commerce' intent that this Council will, indeed, become the Workforce Investment Board called for in the new legislation. Although Adult Education has not been identified as a major component of Arizona's Workforce Development effort to date, recent public hearings on Arizona's Workforce Development Plan underscored the need for adult basic literacy services within Arizona and the effort expended to date on basic literacy instruction on the part of what will become Workforce Investment Act Title I providers.

Adult Education is identified in the Workforce Investment Act as a major partner, and initial contact with the Arizona Office of Workforce Development has confirmed the importance of Adult Education's participation in order for Arizona to realize success within the new law. The ADE intends to participate as a partner in this effort at the state level and, at the local level, will provide leadership and support to the adult education community in the areas of resource identification, information sharing and participation in one stops. Evidence of this is the ADE's collaboration-building efforts with various Workforce Investment Partners in the development of this State Plan.

2. Arizona's 'No Wrong Door' program, authorized by a Governor's Executive Order, is a project begun in 1998 to develop recommendations for service integration across the boundaries of five major state agencies that serve children and families. The outcome of the project will be a system that relieves the customer of unnecessarily duplicative application and case management processes. The project's recommendations are expected in late January, 1999.

The five state agencies include: Administrative Office of the Courts, Department of Economic Security, Department of Health Services, Arizona Health Care Cost Containment System, and the Department of Juvenile Corrections. It is estimated that the implementation timetable for the 'No Wrong Door' program would span five years. This Arizona State effort preceded federal legislation and exemplifies the law's intent at driving agency collaborations at seamless service delivery. Although the

Department of Education was not included in the initial 5-agency group because of the project's focus on 'families' as well as children, the group has identified the Arizona Department of Education as a critical missing link in such a services integration effort.

4. The Arizona Department of Economic Security has developed and maintains a Data Warehouse of client information. The ADE has initiated dialog with the DES regarding data sharing. The ADE will research the legality and feasibility of data access to this information for the purpose of reporting program outcomes.
4. The ADE maintains an ongoing relationship with the Administrative Office of the Courts (AOC) through a series of informal and formal partnerships. The AOC supports adult literacy services in Arizona through ABE, ESL and ESOL, and GED and other instructional programs to incarcerated and probation populations. Current efforts with AOC include the development of the AOC as a GED Testing Center for certain of Arizona's secured populations. Other ongoing collaborative efforts will include: information and resource sharing, professional development collaborations, examination of potential data sharing practices, and alignment to a consistent Adult Education curriculum framework.
5. The ADE has been working collaboratively with the Arizona Department of Corrections (DOC) for the past year. The DOC has been an active participant in the ADE's Arizona Adult Education Standards Development project, an important step in the standardization of a curriculum framework throughout the state and in the accurate reporting of educational gains data from program to program. Additionally, the DOC intends continued collaborative efforts in professional development efforts through the adult education state conference and regional workshop program. The ADE intends to support the DOC effort to increase the availability of secured GED Testing within the state prison system.
6. The Department of Economic Security (DES) and the ADE have an extensive history of agency collaboration for program delivery to economically disadvantaged Arizona adults. For six years, DES and the ADE maintained an interagency service agreement for the provision of literacy services for DES Job Opportunities and Basic Skills (JOBS) clients. In 1996, Arizona Welfare Reform, which preceded the federal legislation in this area, did not include Adult Education in its work-first tier of available services. Potential coordination efforts with DES under the Workforce Investment Act include: Adult Literacy Programs for

Incumbant Workers, resource identification and information sharing, participation in local one-stops, improvement in service delivery in adult education to special needs populations and the hard-core unemployed.

7. The Adult Education Division and the School to Work Division of the ADE have identified information sharing and referral and professional development for educators as two initial areas of collaboration that can take place under the new law.
- The ADE will provide leadership to the Adult Education community through policy making and funding to provide impetus for local adult education providers to design innovative deliveries of adult literacy services that coordinate with other Workforce Investment Act partners to provide a seamless delivery of programs and services.
 - The ADE will provide local providers with technical assistance on collaboration building with Workforce Investment Partners.
 - The ADE will provide resources to enable ADE-funded and ADE-certified local Adult Education programs to participate in virtual one-stop centers throughout Arizona.
 - The ADE will require funding applicants to describe how they will design their program delivery in order to meet local Workforce Investment Board needs.
 - The ADE Adult Education Standards Development project will provide a consistent product for Workforce Investment Partners. The ADE will 'certify' Adult Education programs that are delivering Adult Education Standards-based programs. This will serve to identify for local Workforce Investment Act partners the availability of qualified literacy providers.

“Development of effective partnerships- Given the slim budgets of the various agencies involved with welfare reform, employment training and adult basic education, there is little room for duplication of services. We need to identify effective models for recruiting students, educating them, providing support services, and moving them on to job placements. The various partners (DES, JTPA, JOBS, Workforce Development, ABE providers) need to agree on the mission, their roles, and reasonable performance objectives; then they need to

**collaborate to provide the best service (and least frustration)
to the clients served.”**

Related programs referred to in Title V...of the Workforce Investment Act of 1998 (Sec 501(a)) include:

- (1) Secondary vocational education programs authorized under the Carl D. Perkins Vocational and applied Technology Education Act (20 U.S.C. 2301 et seq.) (Amendment of 1998);*
- (2) Postsecondary vocational education programs authorized under the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2301 et seq.) (Amendment of 1998);*
- (3) Activities authorized under Title I;*
- (4) Programs authorized under Section 6(d) of the Food Stamp Act of 1977 (7 U.S.C. 2015(d));*
- (5) Work programs authorized under Section 6(o) of the Food Stamp Act of 1977 (7 U.S.C. 2015(o));*
- (6) Activities authorized under Chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.);*
- (7) Programs authorized under the Wagner-Peyser Act (29 U.S.C. 49 et seq.);*
- (8) Programs authorized under Title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than Section 112 of such Act (29 U.S.C. 732);*
- (9) Activities authorized under Chapter 41 of Title 38, United States Code;*
- (10) Programs authorized under State unemployment compensation laws (in accordance with applicable Federal law);*
- (11) Programs authorized under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.);*
- (12) Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.);*
- (13) Training activities carried out by the Department of Housing and Urban Development; and*
- (14) Programs authorized under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.).*

Goal 3 To increase the capacity of adult educators through coordinated, effective professional development.

Federal Guide 12.0 12.1 12.2 12.3

Section 223 (a) of the Adult Education and Family Literacy Act states: “Each eligible Agency shall use funds made available under section 222(a)(2) for one or more of the following Adult Education and literacy activities:

- (1) The establishment or operation of professional development Programs to improve the quality of instruction provided pursuant to local activities required under section 231(b), including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of a State or outlying area.*
- (2) The provision of technical assistance to eligible providers of adult education and literacy activities.*
- (3) The provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities.*
- (4) The support of State or regional networks of literacy resource centers.*
- (5) The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities.*
- (6) Incentives for program coordination and integration; and performance awards.*
- (7) Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension.*
- (8) Other activities of statewide significance that promote the purpose of this title.*
- (9) Coordination with existing support services, such as transportation, child care, and other assistance designed to increase rates of enrollment in, and successful completion of, adult education and literacy activities, to adults enrolled in such activities.*
- (10) Integration of literacy instruction and occupational skill training, and promoting linkages with employers.*
- (11) Linkages with postsecondary educational institutions.*

(b) Collaboration.-In carrying out this section, eligible agencies shall collaborate where possible, and avoid duplicating efforts, in order to maximize the impact of the activities described in subsection (a).”

Sec.222(a)(2)states,”Funding for State Leadership activities shall not exceed 12.5 percent of the grant funds. (12.2)

Objective 1: Effective July 1, 1999, the ADE will annually recognize and reward excellence demonstrated by adult educators.

Strategies:

- Mentoring and Modeling activities will provide one type of high quality professional growth opportunity for adult educators. By recognizing and promoting excellent practices, the ADE will reward those programs delivering excellence in education at the same time it uses those practices as learning opportunities for other adult educators throughout the state. The ADE quarterly newsletter will continually feature articles recognizing educators and programs demonstrating outstanding practices.
- It is the current practice of the ADE to award professional growth hours to those educators participating in the Adult Education Standards Development Project and in State-sponsored conferences and workshops. Additionally, Adult Education Programs currently receive 'leadership credit' points on their funding applications for providing leadership and mentoring to the Arizona adult education community. These two practices will continue under the new law.
- Beginning with the multi-year funding application cycle for FY00, the ADE will follow the example of Arizona's State-funded Family Literacy Program in its practice of awarding contracts to outstanding programs to serve in a Model Program capacity, by awarding contracts to successful applicants for Model Programs in Adult Education and for Model GED Testing Centers. These Model Programs will receive extensive recognition as well as funding to serve as a training resource to adult educators within Arizona.

Objective 2: Effective July 1, 1999, the ADE will annually provide increased opportunities for high quality professional growth.

Strategies:

- Effective July 1, 1999, through a combination of State Conference and Regional Workshops, developed with Arizona Adult Educators, an extensive offering of training opportunities will be provided each year throughout the state. Collaborations with other Workforce Investment Partners, especially the Department of Corrections and the Arizona Office of the Court, will provide a synergistic effect and reduce duplication of effort throughout the state. The training needs and preferences of Adult Educators,

in light of the new legislation, will provide direction for the content and delivery of these professional growth opportunities, which will include:

1. Annual regional workshop series and the biennial state conference planning will be done in collaboration with representatives of the ADE, regional local providers, Model Programs trainers, DOC, AOC, DES and other appropriate Workforce Investment Partners.
2. To support and implement the Arizona Adult Education Standards Project, the adult education community, sponsored by the ADE, will design and deliver an intensive, coordinated multi-year staff development program including: The Adult Education Content Standards, Performance Standards, and Educational Gains Measurement/Accountability System.
3. To insure compliance with this legislation, the ADA and the GEPA, a coordinated multi-year professional development program on 'Accommodations' will continue the ADE effort at local program capacity-building to serve adult learners with special needs.
4. An expanded State Conference Awards Ceremony for outstanding adult education programs and staff will continue to be sponsored at the biennial state conference.
5. The ADE will continue to sponsor 'Site Visit' professional growth opportunities for adult educators wishing to see, first-hand, excellent practices in action within Arizona.
6. The ADE will design and provide training opportunities specifically designed for new GED Examiners.
7. With the Adult Education community, the ADE will look to options such as a Mentor Program and New Teacher Orientation to meet the needs of first-year adult education teachers.
8. The ADE will ensure that all ADE-funded Adult Education Programs include funding in their budgets for national-level professional development opportunities for their Instructional Staff.
9. The ADE will continue to develop collaborations with Adult Education stakeholders in Arizona, regionally and nationally to identify best practices for professional growth opportunities.

Objective 3: Effective July 1, 1999, the ADE will provide incentives for the adult education programs that it funds to staff their programs with well-qualified, full-time instructional and instructional support staff.

Strategies:

- The ability of even an exemplary professional growth program would be negatively impacted tremendously by the high turnover rate among Arizona Adult Education teachers and the extremely high percentage of part-time teachers (83%!). In an effort to increase the capacity of the local Adult Education program, beginning with FY00, the ADE, Division of Adult Education, will move from a three-year to a five-year funding contract with the programs that it funds. This contract would be dependent upon the program's excellent performance and the availability of funding. A five-year contract would enable the local program to achieve a greater degree of stability in its staffing patterns.
- Beginning with FY00, the ADE, Division of Adult Education, will eliminate the \$4.00/instructional hour basis of allocating funds to Adult Education programs. Replacing this will be a cost-based budgeting negotiated with the ADE, that will enable the local Adult Education program to: (1) deliver the high quality programs intended by the law, and, (2) employ a preponderance of qualified full-time instructional and instructional support staff and to allow their budget to accurately reflect the true cost of providing high quality instruction for Arizona's adult learners.

Objective 4: By June 30, 2002, institutions of higher learning will increase course offerings in the training of Adult Education instructors.

Strategies:

- The ADE, Division of Adult Education will develop articulation with institutions of higher learning throughout Arizona to promote the need for credit coursework in the field of Adult Education. The ADE will promote internship and work study programs for students from institutions of higher learning in Adult Education programs. Additionally, the ADE will collaborate with institutions of higher learning in developing credited course work and/or degrees in Adult Education.(see page 17)

Objective 5: Effective July 1, 1999, the ADE will increase opportunities for professional growth for non-instructional Adult Education staff on an ongoing basis.

Strategies:

- The ADE will continue to sponsor the “Institutes”, annual professional development and networking experiences, for Adult Education Program Directors and for GED Examiners.
- Additionally, the ADE will begin to sponsor annual Institutes for the data collection staff of the programs that it funds. The ADE’s Regional Training Centers will be investigated for their potential as an ongoing, close-to-home vehicle for data collection staff training and other technology training. (see page 17)

GOAL 4. To maximize the effective use of technology at all levels of Adult Education.

Sec. 223(a)(3) states, "In general - Each eligible agency shall use funds made available under Section 222(a)(2) for 1 or more of the following Adult Education and literacy activities ...The provision of technology assistance, including staff training, to eligible providers of Adult Education and literacy activities to enable the eligible providers to improve the quality of such activities." Sec. 231(e)(6) states, "Considerations - In awarding grants or contracts under this section, the eligible agency shall consider ...whether the activities effectively employ advances in technology as appropriate, including the use of computers."

Objective 1: By June 30, 2002, the ADE will provide the framework for enhanced communication among Adult Education program providers and with Adult Education stakeholders.

Federal Guide: 4.2 9.1 12.1(8)

Strategies:

- By July 1, 1999, ADE will provide Internet connectivity to all ADE-funded providers who are not currently connected. This process will continue through FY04 with the implementation of necessary software, training activities, and technical assistance provided by ADE staff, contractors and consultants at conferences and Regional Training Centers. ADE will also investigate ways of providing state licensed software to enhance instruction and data collection.
- During this time, ADE will use desk top publishing technology to produce newsletters and post them on its Web page which will be continually upgraded to provide timely information for and about ADE sponsored programs as well as links to Workforce Investment Partners and other sources of information. Additionally, by January 1, 2000, ADE will use e-mail address lists to communicate with specific groups. Also, ADE will create list servers and chat rooms for the exchange of information and ideas among selected groups in Adult Education and use teleconferencing to conduct state-wide meetings and training sessions.

- On a continual basis through June 30, 2004, ADE will research and promote shared data collection with state-level Workforce Investment Partners for the purpose of obtaining longitudinal data on Adult Education students. ADE will also share information with state-funded providers about the progress of their students who have completed the program. As the entire ADE implements the Student Accountability Information System (SAIS) (electronic system to collect, maintain, and provide student-level information, grades K-12), ADE will explore how this system can be expanded to include data on individual adult learners.

Sec. 223(a)(3) states, "In general – Each eligible agency shall use funds made available under Section 222(a)(2) for 1 or more of the following Adult Education and literacy activities ... The provision of technology assistance, including staff training, to eligible providers of Adult Education and literacy activities to enable the eligible providers to improve the quality of such activities." Sec. 231(e)(6) states, "Considerations – In awarding grants or contracts under this section, the eligible agency shall consider ... whether the activities effectively employ advances in technology as appropriate, including the use of computers."

Objective 2: Effective July 1, 1999, the ADE will allocate resources on an annual basis to enhance technological applications in all ADE-funded programs.

Federal Guide: 4.2 9.1 12.1(8)

Strategies:

- Beginning July 1, 1999, and through the duration of this plan, ADE staff and the staff of ADE-funded programs will be given opportunities to be trained in the use of new hardware, software, data transmission and communication equipment. This professional development will be provided by ADE staff, contractors/consultants on an ongoing basis to meet the needs of emerging technology and staff turnover.
- ADE will facilitate the acquisition and installation of necessary hardware, software and network capabilities so that Adult Educators will have Internet access in class rooms and at the administration level. Software will also be developed and installed for the collection of student data and student level reporting (see page 24). The software will aggregate student data and provide the tools for creating ad hoc reports. With the advent of GED 2001, ADE will also begin investigating potential new strategies or technologies for the collection, processing and reporting of GED information.

- Effective November, 1999, annual technology reviews will be conducted by the ADE in order to ensure that systems and applications continue to work effectively.
- As the process of hardware and software review and upgrading continues, ADE will provide technical assistance to the field in analyzing and determining the extent to which technical support is required.

Sec. 223(a)(3) states, "In general - Each eligible agency shall use funds made available under Section 222(a)(2) for 1 or more of the following Adult Education and literacy activities ...The provision of technology assistance, including staff training, to eligible providers of Adult Education and literacy activities to enable the eligible providers to improve the quality of such activities." Sec. 231(e)(6) states, "Considerations - In awarding grants or contracts under this section, the eligible agency shall consider ...whether the activities effectively employ advances in technology as appropriate, including the use of computers."

Objective 3: By June 30, 2000, the ADE will improve access to educational technology for all Arizona adult educators and learners in all ADE-funded programs.

Federal Outline: 4.2 9.1 12.1(8)

Strategies:

- Beginning July 1, 1999, and for the duration of this plan, ADE will place information of interest to teachers, students and ADE stakeholders on its web site. This will be general information about instructional programs, courses of study for students, and links to other sources of information.
- Through the duration of this plan, ADE will investigate methods of incorporating distance learning into Adult Education programs. The distance learning may comprise online computer access, television, videos, audio, and teleconferencing technologies.
- Instruction in appropriate literacy-based computer skills will be included in the Arizona Adult Education Content Standards and will be used as a criterion in evaluating programs' "continued exemplary performance". (see page 17)

"Increased access to technology- Because of insufficient funds, limited support services, and poor facilities, technology that could attract students and hold their interests is predominantly not available.

A GED teacher and instructional coordinator wrote, “I receive frequent requests for computer training beyond what I am capable of offering. Computer literacy needs to become part of Adult Literacy if the computer is not to become the dividing line between the haves and have-nots.”

Goal 5. To maximize the effective flow of ideas and information among stakeholders in Adult Education

Section 224(b)(11) states that “in developing the State Plan...the eligible agency shall include: a description of how the adult education and literacy activities that will be carried out with any funds received under this subtitle will be integrated with other adult education, career development, and employment and training activities in the State.” Section 231(e)(9) directs that “each eligible provider desiring a grant or contract shall submit an application to the eligible agency containing information and assurances as the agency may require including: A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities.” Section 232 states that “in awarding grants or contracts, the eligible agency shall consider: whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, post secondary educational institutions, one-stop centers, job training programs, and social service agencies.”

Objective 1: Effective July 1, 1999, the Arizona Department of Education will provide leadership in establishing collaboration among stakeholders in adult education.

Federal Guide: 6.1 9.1 12.1

Strategies:

- The Workforce Investment Act clearly mandates that both the state level Adult Education agency and the locally funded Adult Education programs establish collaborations with other stakeholders in serving the needs of the Adult Education population. In the course of the past several years, ADE has developed many formal and informal partnerships with various agencies, including with the Adult Services and Juvenile Justice Services Divisions of the Administrative Office of the Courts, Department of Economic Security, Department of Corrections, Arizona State University.
- Effective July, 1999, the ADE will work closely with the Arizona Office of Workforce Development to explore ways in which the ADE and WDC participants can coordinate services in “one-stop” centers, share data, and leverage resources among providers to maximize the return on investment of Federal funds.

- By December, 1999, the ADE will compile a resource list of stakeholders with pertinent information that would facilitate communication and interaction with them. Using this list, the ADE will begin a systematic campaign of contacting the groups and maintaining an interchange of information, ideas, and possible ways of maximizing effective use of resources.
- By July, 2000, the ADE will provide state leadership activities in professional development and technical assistance to local Adult Education programs to assist them in developing similar productive relationships with their local and/or regional Workforce Investment Boards (WIBs) and representatives of the stakeholder groups.

Section 224 (b)(11) of the Adult Education and Family Literacy Act states: "Describe how the adult education and literacy activities will be carried out with any funds received under this subtitle, and how they will integrate with other adult education, career development, and employment and training activities in the State or outlying area served by the eligible agency."

Objective 2: By June 30, 2004, the ADE will create and implement an effective marketing strategy to publicize the need for, and benefits of, adult literacy services.

Federal Guide: 6.1 9.1 12.1(8)

Strategies:

- As part of the overall goal of cooperation with other Adult Education stakeholders in improving the "flow of information" relating to Adult Education, ADE will research the most effective Adult Education marketing strategies and identify target markets by November 1, 2000. Program directors and GED Examiners will be surveyed to determine the best strategies for the population that they serve.
- By July 1, 2001, the ADE and Adult Educator stakeholders will develop an effective marketing plan.
- Once the plan is developed, ADE will implement effective marketing/public information strategies by December 1, 2001. Key to this implementation will be professional development, statewide leadership, and technical assistance activities. ADE will evaluate the effectiveness of it's marketing effort and have a system in place for making ongoing adjustments by January 1, 2002.

Sec. 224(b)(11); Sec. 231(e)(9); Sec. 232

Objective 3: By June 30, 2001, the ADE will implement an enhanced communication system among Adult Education stakeholders

Federal Guide: 6.1 9.1 12.1

Strategies:

- As is discussed in greater detail in the Technology section of this plan (see page 48) by July, 1999, all ADE state-funded Adult Education programs will have Internet connectivity for the purposes of accessing and transmitting data as well as communicating via e-mail.
- In July 1999, the ADE will continue to publish a newsletter with articles featuring best practices, developing trends, and current events of interest. The ADE will also maintain its web page as a source of information about contacting ADE-funded programs, requirements for certification, grant proposals, and links to other related web sites.
- By January, 2000, ADE will be forwarding information as needed to Program Directors, instructors, data collection staff, and other identified groups of stakeholders via e-mail and sponsoring list servers and chat-rooms for stakeholders of common interests to share information, ideas, and suggestions.
- As part of the development and maintenance of this communication system, ADE will also provide, for the duration of the Five Year plan, state-wide and regional professional development activities, that will train Adult Education staff in the best use of available and future communication technology.

Appendix A

How This Plan Was Developed

Section 224(b)(9) requires that the State plan include “a description of the process that will be used for public participation and comment with respect to the State plan.”

Federal Guide

7.0 7.1

The ADE has collaborated with many Workforce Investment Partners in the development of the Five-Year State Plan for Adult Education. To solicit ideas, suggestions and issues identification from Adult Education stakeholders, the following activities were undertaken:

1. To prepare for the planning process, members of the ADE State Plan Team read and analyzed Linda Darling-Hammond’s *The Right to Learn: A Blueprint for Creating School’s That Work*. This crucial first step helped set the stage for the development of State policy that would drive capacity building of local providers and their teachers.
2. Individual meetings or consultations were held with appropriate representatives of the following Workforce Investment Partnership to elicit their thoughts and suggestions about the plan:
 - **The Office of the Governor, State of Arizona**
 - **Arizona Office of Workforce Development Policy, Arizona Department of Commerce**
 - **Arizona Department of Corrections**
 - **Arizona Department of Economic Security**
 - **Administrative Office of the Courts**
 - **County Adult Probation Departments**
 - **Arizona State Homeless Program**
 - **Arizona Department of Education:**
 1. **School to Work Division**
 2. **Gender Equity Program**
 3. **Migrant Family Education Programs**
 4. **Job Training Partnership Act**

3. Over 2,600 survey instruments were sent via fax and/or mail to Adult Educator stakeholders including:
 - Staff from State funded programs, with requests that Adult Education students also contribute ideas
 - Local and State government officials
 - Workforce Investment Partners
 - Superintendents of all public school districts in Arizona
 - Elementary and high school principals throughout Arizona
 - Business and civic organizations throughout Arizona
4. Electronic solicitation efforts including:
 - Posting the Adult Education and Family Literacy Act on the Arizona Department of Education's WEB page. Attached was an explanatory memo and a solicitation for input.
 - Posting information and invitations on the WEB page regarding scheduled Community Forums on the Adult Education and Family Literacy Act.
 - Sending information and soliciting ideas via e-mail to stakeholders who were on the Adult Education e-mail directory.
5. Scheduling and conducting Community Forums to solicit input of Adult Education stakeholders in the following eight geographically and demographically diverse Arizona communities:

- **Yuma**

Oct. 28, 1998
2:00 P.M. to 5:00 P.M.
Yuma Private Industry Council
Board Room
3818 W. 16th St.
Yuma, Arizona

- **Phoenix**

Nov. 2, 1998
3:30 P.M. to 6:30 P.M.
Arizona Department of Education Cafeteria
1535 W. Jefferson
Phoenix, Arizona

- **Glendale**

Nov. 3, 1998
3:30 P.M. to 6:30 P.M.
Glendale Elementary School District Board Room
7301 N. 58th Ave.
Glendale, Arizona

- **Kingman**

Nov. 4, 1998
3:30 P.M. to 6:30 P.M.
Mohave Community College
Kingman Campus Student Center, Room 106
1971 Jagerson Ave.
Kingman, Arizona

- **Tucson**

Nov. 5, 1998
3:30 P.M. to 6:30 P.M.
Pima Community College Community Campus, Room A-109
410 N. Bonita Ave.
Tucson, Arizona

- **Ganado**

Nov. 5, 1998
3:30 P.M. to 6:30 P.M.
Ganado Unified School District Governing Board Room
Ganado, Arizona

- **Globe**

Nov. 5, 1998
3:30 P.M. to 6:30 P.M.
Globe/Miami Chamber of Commerce
Globe, Arizona

- **Flagstaff**

Nov. 6, 1998
3:30 P.M. to 6:30 P.M.
Flagstaff Unified School District Governing Board Room
3825 E. Sparrow
Flagstaff, Arizona

6. On November 17, 1998, all directors of ADE-funded programs were invited to a roundtable discussion with ADE staff to provide their views and concerns about the Five-Year Plan.
7. The planning activities of other states were reviewed.

The number and richness of the responses were dramatic. Over 350 surveys were returned and many people submitted supporting materials for their suggestions. Approximately 100 stakeholders, including Adult Education students, attended and spoke at the Community Forums. Over two hundred contacts have been made to the WEB page since information regarding the plan was posted.

The ADE State Plan Team noted the issues, aggregated and then analyzed the ideas and suggestions from Arizona's Adult Education stakeholders before writing this Five-Year Plan. The plan was submitted to the Arizona Superintendent of Public Instruction and the State Board of Education for approval. The plan was then submitted to the Governor of Arizona for comments to be included as part of the plan.

The plan, with approvals from the Arizona Board of Education and the Superintendent of Public Instruction and comments from the Governor of Arizona will be submitted to the Secretary of the United States Department of Education by April 1, 1999.

The ADE State Plan Team:

- Charles Bedore
- Jerry Fitzmaurice
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Appendix B

Glossary

Adult Basic Education (ABE)	instruction in reading, writing, numeracy, critical thinking, and use of technology for people who speak English and whose functional academic level is below that of Adult Secondary Education.
Adult Education	<p>services or instruction below the post secondary level for individuals-</p> <p>(A) Who have attained 16 years of age;</p> <p>(B) Who are not enrolled or required to be enrolled in secondary school under State Law; and</p> <p>(C) Who-</p> <ul style="list-style-type: none">(1) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;(2) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or(3) are unable to speak, read, or write the English language. <p>Many include ABE, GED Prep, Citizenship, ESOL</p>
Citizenship	instruction to prepare people who are not United States citizens to pass the written and oral examinations required for citizenship.
English for Speakers of Other Languages (ESOL)	<p>instruction for adults or out of school youth age 16 or older who have limited ability in speaking, reading, writing or understanding the English language, and-</p> <p>(A) whose native language is a language other than English; or</p> <p>(B) who live in a family or community environment where a language other than English is the dominant language.</p>
English Literacy Programs	programs of instruction designed to help individuals of limited English proficiency achieve competency in the English language.

Family Literacy	<p>services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:</p> <p>(A) Interactive literacy activities between parents and their children.</p> <p>(B) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.</p> <p>(C) Parent literacy training that leads to economic self-sufficiency.</p> <p>(D) An age-appropriate education to prepare children for success in school and life experiences.”</p>
General Education Development (GED) Preparation	instruction to prepare adults and out of school youth 18 years of age or older (16 years of age with parental or guardian permission) to pass the tests of General Education Development.
General Education Development (GED) Testing	administration of the General Education Development tests to adults and out-of-school youth age 18 or older (16 years of age with parental or guardian permission) by an individual or institution approved by the Arizona Department of Education for the purpose of granting the General Education Development diploma of high school equivalency.
Learner-centered instruction	curriculum and instruction developed with the individual learner to meet that learner’s specific academic needs.
Literacy	an individual’s ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.
One stop center	a collection of social service providers and services in one location that may include employment, public assistance and education services.
Workplace Literacy	literacy services that are offered for the purpose of improving the productivity of the workforce through the improvement of literacy skills.

Appendix C

General Education Provisions Act

Section 427 states, “The purpose of this section is to assist the Department (USDOE) in implementing the Department’s mission to ensure equal access to education and to promote educational excellence throughout the Nation, by-

- (1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under an applicable program; and*
- (2) promoting the ability of such students, teachers, and beneficiaries to meet high standards.*

The Secretary shall require each applicant for assistance under an applicable program...to develop and describe in such applicant’s application the steps such applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted with such assistance, by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age.”

Strategies:

- The ADE shall ensure equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under the grant.
- The ADE has already worked to increase the capacity of adult education providers in the elimination of biased instructional materials/situations relating to gender, age, race and national origin.
- The ADE is currently working with local adult education programs to conduct Accessibility assessments of their programs’ physical and instructional environments. (see pages 37,45)

- Through extensive professional development offerings and scholarships, the ADE shall eliminate economic condition as a barrier to full participation in professional development opportunities for Adult Education instructional staff and directors in its funded programs. (see page 45)
- The ADE shall establish a GED Test Scholarship Fund to eliminate economic condition as a barrier to obtaining a GED Diploma.
- The ADE shall provide comprehensive professional development opportunities for Adult Education instructional staff and Directors in its funded programs in order to increase their capacity to:
 1. Identify and eliminate physical and learning barriers in the educational setting
 2. Identify the individual learning styles and needs of their learners and employees
 3. Provide reasonable accommodations to their adult learners and employees
 4. Identify and eliminate biased instructional/work related materials/situations (see pages 37,45)
- Through a variety of delivery systems (regional workshops, distance learning, scholarships for conferences/site visits), the ADE shall eliminate geographic distance as a barrier to full participation in professional development opportunities for Arizona Adult Education instructional staff and program directors in its funded programs. (see page 45)
- The ADE shall post notice of (request for reasonable accommodation) in its printed and promotional professional development materials.
- The ADE shall require each applicant for funding to:
 1. ensure equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out under the grant.
 2. develop and describe, in its application for funding, the steps the applicant proposes to take to ensure equitable access to, and equitable participation in, the project or activity to be conducted by such assistance.

Appendix D

Federal Guide to the Requirements of the Adult Education and Family Literacy Act

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Appendix E

Demographic Characteristics and Outcomes

Educational Functioning Level													
Educational Functioning Level	Participants by Population Group and												
	American Indian or Alaskan Native		Asian or Pacific Islander		Black-not of Hispanic Origin		Hispanic		White-not of Hispanic Origin		Other(Population Group)		Total Cols. (B)-(M)
(A)	Male(B)	Female(C)	Male(D)	Female(E)	Male(F)	Female(G)	Male(H)	Female(I)	Male(J)	Female(K)	Male(L)	Female(M)	(N)
1. Pre-Literacy (ABE and ESOL)	6	13	22	66	56	29	213	293	104	80	22	13	917
2. ABE													
A. Beginning	213	392	70	154	229	218	1048	1249	536	432	43	30	4614
B. Intermediate	388	593	64	84	392	402	2068	2541	1647	1595	99	99	9972
C. Citizenship		2	27	51	4	6	622	807	7	18	5	9	1558
D. Skills Improvement	110	136	20	28	122	126	302	325	610	459	25	26	2289
3. ESOL													
A. Beginning	13	13	274	516	52	75	6664	8732	366	406	144	137	17392
B. Intermediate	5	9	235	449	35	35	2349	3084	177	265	67	67	6777
C. Advanced	6	5	169	373	13	12	1205	1445	115	202	45	60	3650
4. Adult High SchI/GED	366	488	84	98	404	316	2013	2233	2020	2176	102	111	10411
5. TOTAL		1651	965	1819	1307	1219	16484	20709	5582	5633	552	552	56473

Age, Population Group and Gender													
Age Group***	Participants by Population Group and Gender												
	American Indian or Alaskan Native		Asian or Pacific Islander		Black-not of Hispanic Origin		Hispanic		White-not of Hispanic Origin		Other(Population Group)		Total Cols (B)-(M)
(A)	Male(B)	Female(C)	Male(D)	Female(E)	Male(F)	Female(G)	Male(H)	Female(I)	Male(J)	Female(K)	Male(L)	Female(M)	(N)
1. 16 - 18	210	246	59	49	261	190	1952	2109	1273	1116	87	93	7645
2. 19 - 21	238	265	69	90	220	156	2584	2284	894	694	66	68	7628
3. 22 - 24	199	225	85	114	180	165	2600	2583	666	593	79	70	7559
4. 25 - 44	397	799	538	1135	515	590	7870	11224	2097	2469	259	222	28115
5. 45 - 59	56	104	125	338	106	87	1197	2090	504	578	46	74	5305
6. 60 and over	7	12	89	93	25	31	281	419	148	183	15	25	1328
7. Total	1107	1651	965	1819	1307	1219	16484	20709	5582	5633	552	552	57580

*** Based on participant's age at the time of the first class attended during the program year.

Participant Attendance and Educational Progress by Functioning Level					Arizona State Data ONLY
Educational Functioning Level	Total Enrollment	Total Attendance Hours	Number stated at each Level That Moved to Higher Level (One or More)	Number Separated From Each Level Before Completing That Level or Before Reaching Individual Learning Goal	Number Started That Are Progressing At This Level
(A)	(B)	(C)	(D)	(E)	(S-1)
1. Pre-Literacy (ABE and ESOL)	917	35,281.30	85	375	314
2. ABE					
A. Beginning	4614	193,265.27	673	1851	904
B. Intermediate	9972	333,716.47	1461	3627	1731
C. Citizenship	1558	40,207.29	32	351	534
D. Skills Improvement	2289	53,703.15	182	414	482
3. ESOL					
A. Beginning	17392	784,562.90	2707	6665	3822
B. Intermediate	6777	394,783.40	1462	2405	1312
C. Advanced	3650	209,874.55	648	1107	811
4. Adult High School/GED	10411	273,470.57		3323	1518
5. TOTAL	57580	2,318,864.90	7250	20118	11428

Reasons Students Leave Adult Education Programs		
Reasons for Separation		Number of Participants
1.	Health Problems	958
2.	Child Care Problems	1338
3.	Transportation Problems	1601
4.	Family Problems	1594
5.	Location of Class	447
6.	Class not appropriate for student needs	1352
7.	Time the Class or Program was scheduled	1449
8.	Changed Address or Left Area	2838
9.	To Take a Job	2538
10.	Other Known Reasons (specify; attach separate sheet if necessary)	2937
11.	Unknown Reasons	9299
12.	Cannot Contact or Locate	3286

Status of Participants upon Entry

Status of Participants upon Entry into the Program		Number of Participants (may be duplicated)
1.	Adults w ith Disabilities	1881
2.	Adults in Rural Areas	7640
3.	Employed Adults (Part-time or Full Time)	23200
4.	Unemployed Adults	17421
5.	Adults not in labor force	10716
6.	Adults on Public Assistance	4459
7.	JOBS Participants (not enrolled in DES/JOBS Adult Ed. Program)	1039
8.	Participants from Job Training Programs (e.g., JTPA)	2111
9.	Adults in Family Literacy Programs	1276
10.	Adults in Workplace Literacy Programs	1204
11.	Adults in Programs for the Homeless	761
12.	Adults in Correctional Facilities	3709
13.	Adults in Community Corrections	2842
14.	Adults in Other Institutional Settings	772

Federal Goals Achieved

Participant Achievement - Federal Goals Achieved		Number of Participants (may be duplicated)
EDUCATIONAL		
1.	Obtained an Adult High School Diploma or Obtained GED	2137
2.	Passed Some GED Tests or Completed Some High School Credits	2837
3.	Entered Other Academic or Vocational/Occupational Program	3698
PARENTING		
4.	Read More to Children	5333
5.	Improved Parenting Skills	4702
6.	Greater Involvement in Children's Schooling	4713
SOCIETAL		
7.	Completed Citizenship Program	944
8.	Received U.S. Citizenship	477
9.	Registered to Vote or Voted	542
ECONOMIC		
10.	Secured Employment	3095
11.	Retained Employment or Obtained Job Advancement	3612
12.	Removed from Public Assistance	267
Other (specify) (Use Table 9)		3674

Additional achievements may be reported on (State) Table 9.

Number of Providers and Amount of Federal funding by Provider Type		
Provider Agencies		Number of Providers
		Amount of Federal Funding
1.	Local Education Agencies	20
2.	Postsecondary Institutions	
	a. Community and Technical Colleges	8
	b. Four-year Colleges	0
3.	Correctional Institutions	2
4.	Community-based Organizations	18
5.	Public/Private Non-profits	0
6.	Other Institutions with Ability to Provide Literacy Services to Adults and Families	8
		1,111,775
		728,026
		147,500
		1,305,450
		160,900

Adult Education Personnel			
Function	Adult Education Personnel		
Organizational Placement & Type of Job Performed	Total Number of	Total Number of	
	Part-time Personnel	Full-time Personnel	Unpaid Volunteers
A	B	C	D
State-level Administrative/Supervisory/Ancillary Services		2.00	
Local-level Administrative/Supervisory/Ancillary Services	53.00	38.00	52.00
Local Teachers	558.00	115.00	823.00
Local Counselors	12.00	14.50	22.00
Local Paraprofessionals	120.00	34.00	718.00

State/Other Goals Achieved		
Participant Achievement - State Goals Achieved		Total
I.		
1.	Improved Reading Skills	25901
2.	Improved Writing Skills	23194
3.	Improved Math Skills	14599
4.	Improved English Language Skills	20963
5.	Improved Confidence and Self Esteem	20267
6.	Completed Life Skills Goal(s)	2869
7.	Completed Academic Goal(s)	5525
8.	Learned/Improved Computer Skills	6492
9.	Referred for GED Testing	4030
10.	Applied for College Admission	1160
11.	Other (specify)	3541
Note: Additional achievements may be reported on Table 6.		
II.		
1.	Number of students on waiting list	8086

ARIZONA ADULT EDUCATION 10 YEAR PROGRAMMATIC AND FISCAL HISTORY

	FY 1989	FY 1990	FY 1991	FY 1992	FY 1993	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998
Students--grade 1-4 (A B E)	17,128	1,444	1,719	4,441	4,577	5,105	4,850	5,143	5,627	6,209
5-8 (A B E)	7,695	7,703	9,335	8,316	9,523	10,309	11,145	11,036	9,472	11,116
ESOL - I		9,388	14,073	10,698	11,438	11,979	14,182	15,458	15,621	17,859
ESOL -II/III		5,536	1,108	6,618	7,239	7,993	8,177	9,582	9,810	10,427
Total ABE	24,823	24,071	26,235	30,073	32,777	35,386	38,354	41,219	40,530	45,611
GED	7,088	9,174	10,008	9,453	11,424	12,044	12,654	12,961	11,357	10,411
Citizenship	854	560	474	471	627	924	1,648	1,531	2,296	1,558
TOTAL STUDENTS	32,765	33,805	36,717	39,997	44,828	48,354	52,656	56,242	56,003	57,580
Total Hours of Instruction	1,216,770	1,211,210	1,418,281	1,619,821	1,821,002	2,145,383	2,642,501	2,651,362	2,334,247	2,318,865
Average Hours per Student	37.10	35.80	38.60	40.50	40.62	44.37	50.18	47.14	41.68	40.27
Funds Expended--Federal	\$ 1,284,632	\$ 1,184,675	\$ 1,718,435	\$ 1,533,769	\$ 1,885,845	\$ 2,747,755	\$ 2,878,629	\$ 3,005,505	\$ 2,805,763	\$ 3,239,651.00
Funds Expended--State	\$ 1,173,030	\$ 2,835,343	\$ 2,871,923	\$ 3,194,594	\$ 2,736,583	\$ 2,735,042	\$ 3,152,177	\$ 3,173,743	\$ 3,315,377	\$ 4,242,100.00
TOTAL FUNDING	\$ 2,457,662	\$ 4,020,018	\$ 4,590,358	\$ 4,728,363	\$ 5,351,939	\$ 5,482,797	\$ 6,030,806	\$ 6,179,247	\$ 6,155,140	\$ 7,481,751.00
Costs <i>per capita</i>	\$ 75.01	\$ 118.92	\$ 125.02	\$ 118.22	\$ 119.39	\$ 131.28	\$ 132.61	\$ 114.68	\$ 109.10	\$ 129.94
Cost per Student Hour	\$ 2.02	\$ 3.32	\$ 3.24	\$ 2.92	\$ 2.94	\$ 2.96	\$ 2.89	\$ 2.87	\$ 2.95	\$ 3.22
Number of Projects Funded	29	38	46	52	50	53	58	56	62	56
Number of Classes Provided										
ABE	229+11ALC *	334+11ALC	366+13ALC *	598+13ALC *	863	1,455	1,175	1,700	2,016	2,281
Citizenship	13	19	18+2ALC *	33+2ALC *	24	34	46	0	24	80
GED	123+11ALC *	207+11ALC *	203+13ALC *	224+18ALC *	523	598	437	778	760	520
TOTAL CLASSES	365+11ALC *	560+11ALC *	587+13ALC *	855+18ALC *	1,410	2,087	1,658	2,478	2,800	2,881
Volunteers	1,318	2,307	1,937	2,033	2,503	1,999	2,077	1,035	1,926	1,615

* Adult Learning Centers